DOCUMENT RESUME

ED 041 680 RC 004 526

AUTHOR	Sanchez, George I.; Putnam, Howard
TITLE	Materials Relating to the Education of Spanish-Speaking People in the United States: An Annotated Bibliography. Latin American Studies XVII.
INSTITUTION	Texas Univ., Austin. Inst. of Latin American Studies.
PUB DATE	59
NOTE	40p.
AVAILABLE FROM	Greenwood Press, Inc., Publishers, 51 Riverside Avenue, Westport, Conn. 06880 ($4.75)
EDRS PRICE	EDRS Price MF-$0.25 HC-$2.10
DESCRIPTORS	*Annotated Bibliographies, *Educational Resources, Latin American Culture, Library Material Selection, *Mexican Americans, Minority Groups, *Puerto Ricans, Reference Materials, Research, *Spanish Speaking

ABSTRACT

Concerned primarily with the education of Spanish-speaking people in the United States who are of Mexican descent, this annotated bibliography will also be of value to those working with other Spanish-speaking people such as Puerto Ricans. The list cites selected books, articles, monographs, bulletins, pamphlets, courses of study, bibliographies, and unpublished theses and dissertations published between 1923 and 1954. There are 882 entries, which are cross-referenced under 53 headings in the index. (BD)

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LATIN AMERICAN STUDIES XVII

MATERIALS RELATING TO THE EDUCATION OF SPANISH-SPEAKING PEOPLE IN THE UNITED STATES

an annotated bibliography

George I. Sánchez   Howard Putnam

The Institute of Latin American Studies
The University of Texas, Austin, 1959

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FOREWORD

This bibliography is concerned primarily with the education of those Spanish-speaking people in the United States who are of Mexican descent. However, it should prove of interest also to those who work with other Spanish-speaking people, such as the Puerto Ricans. Since there are many elements in common in the education of peoples who hold to a foreign home-language, as well as among peoples who are classed as "minority groups," many items listed herein should prove useful also in areas where the Spanish language plays no role. It should be noted that with this particular group (that is, people of Mexican descent) the Spanish language frequently plays but a minor role in the problems and issues that are involved, for more often than not the matter of interest has socio-economic causes rather than linguistic or other truly cultural ones.

The bibliography is largely the product of the efforts of many of my former graduate students, the list of whose names is too long to reproduce here. Dr. Putnam and I have simply compiled and edited their notes, adding items here and eliminating others there. Because we have tried to hold this editing to a minimum, there is a lack of uniformity of style. Also because of this, judgments expressed as to the worth of the various items are not standardized, as many different persons are speaking individually and independently. Nevertheless, while the opinions stated are not uniform or necessarily expert ones, the contributors to this list have all been serious graduate students who, because of training and experience, have shown real competence in this field of study. Dr. Putnam and I are extremely grateful to all of them for their help in making this publication possible.

It is our intention to present here a representative bibliography, rather than an exhaustive one. Many items are included solely for their historical value. Others have been left out because their content was already well represented. Many promising items were not included because they were not readily available. And, as frequently happens, the listing is several years behind the times. It is important to note that the inclusion of an item in this list is not necessarily a recommendation of that item, of the thesis it advances, or of the competence of the writer. We have simply tried to report, with only brief comment at best, what has been written in this field, within the limitations noted above. Favorable or unfavorable comment about an item is not necessarily the opinion of the editors.

Preparing an index for a work of this sort is a perplexing job. Many items could be given primary listing under more than one heading; in fact, oftentimes, under numerous headings—and the number of headings could be multiplied many times over. Also, since many of the works cover a broad range of topics, the "See also" cross-references could be greatly extended. These related features of this kind of bibliography tempt the editor to amplify the index to the point where its usefulness would be lost. So we have tried for simplicity and conciseness. The number of headings has been limited to fifty-three. Each item is listed by number under only one heading. Then that heading is referred to under the "See also" listings of a few other (but not all) headings where the given item also has particular pertinence. No attempt has been made to exhaust the "See also" possibilities, so the serious student should explore beyond the suggested cross-references. Items classified under geographic headings (*e.g.*, New Mexico) are usually of purely local significance. If of wider significance, a geographically-titled item would appear under a topical heading (*e.g.*, Folklore).

Again I want to express my gratitude to former students who have helped in the preparation of these materials. To my fellow editor, Dr. Howard Putnam, also a former student, my thanks for his patient and tireless work in organizing the early drafts of this work. The Institute of Latin American Studies, the University Press, and the Research Institute—all of The University of Texas—have contributed materially to the publication of this bibliography, and I gratefully acknowledge my indebtedness to them.

G. I. S.

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BOOKS

1. **Adamic, Louis. A Nation of Nations.** New York: Harper and Brothers, 1944.

The history of Americans from some fourteen countries. Chapter II is about Americans from Spain and Mexico, from the time of Cortés until 1945. Tells how their cultural background has remained with them and has influenced the communities where they live. Illustrated with photographs.

2. **————. From Many Lands.** New York: Harper and Brothers, 1940. 350 pp.

A story of people from many lands in the United States, and of the intermingling of many cultures. One part tells of the marriage of Lupe Valdez and Helen Smith, and their life together in Texas.

3. **American Council on Education. Elementary Curriculum in Intergroup Relations; Case Studies in Instruction.** Washington, D.C.: American Council on Education: Work in Progress Series, 1950 (Hilda Taba and others, authors).

Selected case studies from the project, Intergroup Education in Cooperating Schools. The very brief items are classified under these headings: needs, family, community, learning about people (geography), social relations, and ways of working in the program.

4. **————. Intergroup Education in Public Schools: Experimental Programs Sponsored by the Project in Intergroup Education in Cooperative Schools: Theory, Practice, and In-Service Education.** Washington, D.C.: American Council on Education, 1952 (Hilda Taba and others, editors).

A final report of a four-year study. Summarizes six volumes derived from six workshops. Main topics: curriculum principles, group living, community projects and ways of developing an intergroup program.

5. **————. Intergroup Relations in Teaching Materials: A Survey and Appraisal.** Washington: The Council, 1949. 231 pp. Report of the Committee on the Study of Teaching Materials in Intergroup Relations.

A study of textbooks and teaching materials in the social studies; shortcomings are clearly defined. General principles are discussed regarding group prejudice.

6. **American Council on Race Relations. Directory of Agencies in Intergroup Relations; National, Regional, State and Local.** Chicago: The Council, 1948. 205 pp.

Methods, purposes, activities, and other data are given for each organization. List of other such directories is included.

7. **Arnold, Elliott. Time of the Gringo.** New York: Knopf, 1953. 612 pp.

An accurate and interesting long historical novel; effectively brings to life the era of the 1830's in New Mexico under the Mexican government; exciting story, well written.

8. **Ashley-Montague, M. T. Man's Most Dangerous Myth: the Fallacy of Race.** New York: Columbia University Press, 1942.

An examination of race theory and its political implications.

9. **Barrett, William Edmund. Shadows of the Images.** New York: Doubleday, 1953. 549 pp.

A long novel about the problem of the integration of the Spanish-speaking people in a city in Colorado. Strong emphasis upon the Catholic Church as an agency helping in acculturation.

10. **Boatright, Mody C. Mexican Border Ballads and Other Lore.** Austin: Texas Folklore Society, 1946. 140 pp.

A collection of ballads and folk tales collected along the Texas-Mexican border, with little continuity. Index of authors, titles, and subjects.

11. **Bogardus, Emory S. Immigration and Race Attitudes.** Boston: Heath, 1928.

Origins of attitudes; adjustments needed; many references to Mexican-Americans.

12. **————. The Mexican in the United States.** Los Angeles: University of Caliornia Press, 1934.

A study of Mexican immigrants based upon first-hand materials such as life histories and interview data. Family and community life, health, religion, citizenship, and education are emphasized.

13. Bolton, Herbert C. The Spanish Borderlands. New Haven: Yale University Press, 1921. 320 pp.

Contributions of Spanish pioneers from Florida to California. Spanish influence seen today, for example, in architecture. Depicts the integration of Spanish culture into the life of the United States.

14. Brameld, Theodore. Minority Problems in the Public Schools: A Study of Administrative Policies and Practices in Seven School Systems. New York: Harper and Brohers, 1946.

A study of policies and practices in the schools of seven typical anonymous communities. A cross-section of America's problems of intercultural education. Suggestions in the last chapter for a self-survey of a school system.

15. Bright, Robert. The Life and Death of Little Jo. Garden City, New York: Doubleday, Doran and Company, Inc., 1944. 214 pp.

This is the story of a community of Spanish-Americans living in an isolated village in New Mexico. It gives an excellent introduction to this group of people.

16. Brown, Francis J. and Roucek, Joseph S. One America: The History and Contributions and Present Problems of Our Racial and National Minorities. New York: Prentice-Hall, 1946.

Revision of *Our Racial and National Minorities, 1937: Analysis of Problems of Acculturation in America.* A sociological summary that includes a variety of studies. Includes the background, education, cultural differentiation, and assimilation of the Spanish-Americans.

17. Burma, John Harmon. Spanish Speaking Groups in the United States. Durham: Duke University Press, 1955. 214 pp.

A survey of Mexican-Americans, Filipinos, and Puerto Ricans in the United States; a panoramic view of these minorities and their problems of assimilation and adjustment in American culture.

18. California Elementary School Principals Association. Education for Cultural Unity, 17th Yearbook, 1945. Sarah L. Young, publisher, Parker School, Oakland 3, California.

Many authors, from various parts of the United States. Part 1: concepts. Part 2: experience of ethnic groups. Part 3: views in various disciplines. Part 4: issues in intercultural education. Part 5: techniques to develop understanding. Part 6: teaching aids.

19. Campa, Arthur L. Spanish Folk Poetry in New Mexico. Albuquerque: University of New Mexico Press, 1946. 224 pp.

A collection of ballads and folk songs left in New Mexico by Spanish and Mexican troubadours. Systematized presentation of the various metrical forms; traces the origin of the forms. Brief history of the people of New Mexico, showing the place that these songs had in their life.

20. Cebollero, P. A. La Política Linguístico Escolar de Puerto Rico. Rio Piedras, Puerto Rico: Superior Educational Council of Puerto Rico, 1945.

History of national policy on the language problem; previous studies; needs for English language in Puerto Rico; suggestions as to a policy to be adopted. By the Dean, College of Education, University of Puerto Rico. Also available in English (*The School Language Policy of Puerto Rico*).

21. Cerda, Gilberto; Cabaza, Berta; y Farías, Julieta. Vocabulario Español de Texas. University of Texas Hispanic Studies, Vol. V. Austin: University of Texas Press, 1953.

This work includes a 250-page dictionary plus 100 pages of idioms and of Spanish expressions in English. Derived from field work in Texas crop reporting districts.

22. Chávez, Father Angelico. Our Lady of the Conquest. Santa Fe: The Historical Society of New Mexico, 1948. 98 pp. Reprinted from Vol. 23 of **The New Mexico Historical Review.**

The historical role of the Cathedral of San Francisco de Assis and its statue of La Conquistadora at Santa Fe, New Mexico.

23. Cole, Stewart G. and Cole, Mildred W. Minorities and the American Promise; the Conflict of Principle and Practice. New York: Harper, 1954. 319 pp. Bureau for Intercultural Education, Publication No. 10 in the series, "Problems of Race and Culture in American Education."

Historical approach emphasized; suggests acculturation practices that have been successful; general theory in terms of the ABC's of group relationships; no broad philosophy.

24. **Coleman, Algernon and King, Clara B. English Teaching in the Southwest: Organization and Materials for Instructing Spanish-Speaking Children.** Washington, D.C.: American Council on Education, 1940. 307 pp.

A study of English teaching for the Spanish-speaking in four southwestern states. Part 1: the schools, school population, attainment, curriculum. Part 2: courses of study, summaries, and analyses. Part 3: textbooks. Part 4: bibliography. Objective point of view. Includes data from other countries.

25. **Cook, Lloyd A. and Cook, Elaine. Intergroup Education.** New York: McGraw-Hill, 1954.

A textbook in intergroup education. States a point of view and gives a brief glimpse of majority and minority problems. Analyzes prejudices and points up the problem of liberalizing attitudes and actions.

26. **Crichton, Kyle S. (Robert Forsythe, pseudonym). Proud People.** New York: Scribner's 1944. 368 pp.

An account of the Spanish-Americans of New Mexico.

27. **Cutright, Prudence; Charters, W. W.; and George I. Sánchez. Latin America: Twenty Friendly Nations.** New York: Macmillan, 1944. 450 pp.

An introduction to all aspects of life and the physical environment in the respective countries, sympathetically presented. Intermediate and high school levels. References; abundant photographs and maps.

28. **Dean, John P. and Rosen, Alex. A Manual of Intergroup Relations.** Chicago: University of Chicago Press, 1955. 194 pp.

In two parts: I, on improving intergroup relations in your organization; II, on improving them in your community. Mexicans omitted. Goals, organization, negotiation, professional growth, communication. Bibliography.

29. **DeHuff, Elizabeth Willis. Say the Bells of Old Missions.** St. Louis: B. Harder Book Company, 1943.

New Mexico folk tales.

30. **Delaney, Eleanor C. and Sánchez, George I. Spanish Gold.** Macmillan Inter-American Series. New York: Macmillan, 1946. 426 pp.

This is a collection of stories for children telling of the Spanish explorers in Florida, Texas, Louisiana, New Mexico, Puerto Rico, and California. The "Spanish gold" are the gifts brought to the New World by the Spanish in the form of culture.

31. **DuBois, Rachel Davis. Build Together, Americans; Adventures in Intercultural Relations in the Secondary School.** New York: Hinds, Hayden and Eldridge, Inc., 1945.

Report of projects inaugurated by the author in some one hundred schools in different parts of the country. Her thesis is that individuals should have pride in their background and inheritance, which can be taught children in schools and to adults wherever they congregate.

32. **————. Get Together, Americans; Friendly Approaches to Racial and Cultural Conflicts through Neighborhood-Home Festivals.** New York: Harper, revised 1943. 182 pp.

A study of the importance of festivals based upon the ancestrial traditions of various cultural groups, as a means for developing respect and friendly attitudes. Bibliography.

33. **Duncan, Ethel M. Democracy's Children; Adventures in Intercultural Relations for the Elementary School.** Philadelphia: Hinds, Hayden and Eldredge, Inc., 1945.

The book contains accounts of various projects involving elementary children, which were designed to bring about utilization of the diversity of American cultural backgrounds. One project features a class in Spanish and a Mexican Christmas. It contains a good deal of information concerning our holidays and the history of the many people who made up America.

34. **Fergusson, Erna. Mexican Cookbook.** Santa Fe, New Mexico: Rydal Press, 1940. 109 pp.

These recipes are limited to those foods in common use when the province of New Mexico was a part of the Republic of Mexico. In the recipe for tortillas the author says, "The only way to be sure of making tortillas correctly is to have a line of Indian ancestry running back about two hundred years."

35. ————. New Mexico, a Pageant of Three Peoples. New York: Knopf, 1951.

A readable detailed study of the Indians, Spanish-Americans, and Anglo-Americans in New Mexico. History of these peoples from about 25,000 years ago to the present.

36. ————. Our Southwest. New York: Knopf, 1940. 396 pp.

A readable description of the Southwest from San Antonio through West Texas, New Mexico Arizona, to California, with photographs. The book tells something of the people, the culture, and the country.

37. Fergusson, Harvey. The Blood of the Conquerors. New York: Knopf, 1921. 265 pp.

The story of Ramón Delcasar, a descendant of a wealthy Spanish family, who attempts to rebuild the family fortune. He encounters prejudice against the Spanish-Americans in business and in love.

38. Forster, Arnold and Epstein, Benjamin R. Troublemakers; an Anti-Defamation League Report. New York: Doubleday, 1952. 317 pp.

Factual statement in detail, calling names and places calmly, on intolerance in the United States.

39. Fresno, California, Public Schools. Teaching Children Who Move with the Corps. 1955. 95 pp. Photographs.

A valuable handbook of practical aids for teachers and administrators. Forms, planning techniques, word lists, audio-visual aids, classroom programs, curriculum units, and records are examples of the subjects covered. Based on experience of educators in the San Joaquin Valley.

40. Gamio, Manuel. Mexican Immigration to the United States: A Study of Human Migration and Adjustment. Chicago: University of Chicago Press, 1930.

This study of Mexican immigration was conducted during 1926–27 and made possible by the Social Science Research Council. Mexican immigrants are mainly unskilled laborers turning to the United States for better wages than are possible in Mexico. This study considers the immigrant before his departure from Mexico, during his residence here, and also on his return to Mexico.

41. Garner, Claude. Wetback. New York: Coward-McCann, Inc., 1947. 216 pp.

This novel is the story of an illegitimate son of an American father and a Mexican mother. He swims the Rio Grande to become a citizen of his father's country. His treatment in this country as an illegal alien pictures the situation of the "wetbacks."

42. Gilpin, Laura. The Rio Grande—River of Destiny. New York: Duell, Sloan and Pearce, 1949. 243 pp.

This is a series of photographs accompanied by a rather full explanation interpreting the river, the land, and the people. It is divided into three sections corresponding to the three sections of the river.

43. Ginzberg, Eli and Bray, Douglas W. The Uneducated. New York: Columbia University Press, 1953. 246 pp.

This book (a Columbia University, Conservation of Human Resources, project) gives statistics of the draft in World War II. Rejections for mental and educational deficiencies are analyzed by states. Texas had 63 rejections per 1000 cases; highest in the nation was 64. Dot maps of the United States are included. California's rate of rejection was about 11; Oregon, 5. The table on page 51 and the maps are especially noteworthy.

44. Goodwyn, Frank. The Magic of Limping John. New York: Farrar and Rinehart, 1944. 275 pp.

This is a story of Mexicans in the border country of Texas at the turn of the century. Much of the story is devoted to the background, customs, and culture of one village.

45. Grant, Blanche C. Doña Lana: A Story of Old Taos and Santa Fe. New York: Wilfred Funk, Inc., 1941. 323 pp.

Biographical novel based on the life of Madam Barelo who established high-class gambling *salas* in Santa Fe. Pictures the development of the Southwest between the years 1826 and 1861 and the influence of the Spanish and Mexicans.

46. Green, Shirley E. The Education of Migrant Children. Washington, D.C.: Department of Rural Education, N.E.A., 1954. 179 pp.

Written under the sponsorship of the National Council of Agricultural Life and Labor. The book studies various parts of the United States. In the Southwest, Seguin, Texas, is studied regarding conditions among migrant children.

47. Griffith, Beatrice W. American Me. Boston: Houghton, 1948.

A book about Mexican-American youth in Los Angeles. Interviews were held with second-generation youngsters to study attitudes, prejudices, and problems.

48. Handlin, Oscar. The American People in the Twentieth Century. Cambridge: Harvard University Press, 1954. 244 pp.

Historical account since 1900; each ethnic group is discussed separately. On minorities only.

49. Harper, Allan G. et al. Man and Resources in the Rio Grande Valley. Albuquerque: University of New Mexico Press, 1943. 134 pp.

A well written, readable discussion of physical resources and economic and social problems of the Middle Rio Grande Valley (New Mexico). There are three main groups of people there: Americans, Indian-Americans, and Spanish-Americans. The principal problem is the deterioration of natural resources. Includes a large section of photographs of the people and the country.

50. Holton, Priscilla. Chuck Martinez. New York: Longmans Green, 1940. 312 pp. Illustrated.

A novel about an American Spanish-speaking boy who visits relatives resident in Mexico. Good depiction of customs in Guadalajara in contrast to customs of the United States. Authentic and clearly stated.

51. Hood, Margaret Page. Tequila. New York: Coward-McCann, 1950.

A novel of New Mexico at the turn of the century. The reader gets the background of the culture and the country. Tequila is the name given the heroine because of her influence on men.

52. Jessey, Cornelia. Teach the Angry Spirit. New York: Crown, 1949. 249 pp.

Novel of life in the Mexican quarter of Los Angeles, with action mounting to a climax in the zoot-suit riots of 1943. Dramatic, moving story written in anger and protest. Many Spanish phrases used.

53. Kibbe, Pauline R. Latin Americans in Texas. Albuquerque: University of New Mexico Press, 1946. 279 pp.

A discussion of the Spanish-speaking people of Texas; and of the educational, social, and economic disabilities facing them. The final chapter gives a detailed outline of problems and remedies.

54. Kneller, George F. The Education of the Mexican Nation. New York: Columbia University Press, 1950. 258 pp.

Accurate, well written, comprehensive work in English. The colonial period to the present, with emphasis upon the progress made since 1910. Not enough emphasis on the cultural missions. Good chapters on the teacher's lot and on education in the culture.

55. Lasker, Bruno. A Study of the Development of Race Attitudes in Children. New York: Holt, 1939.

Analysis of the development of enlightened points of view on the question of minorities.

56. Long, Haniel. Piñon Country. New York: Duell, Sloan and Pierce, Inc., American Folkways Series, 1941. 326 pp.

The development of the piñon country, which is the northern part of New Mexico and Arizona. Emphasized are the Europeans and native Indians sharing the life of the region; the Spanish influence over the centuries; and the colonists from the states. Other topics are water problems, natural wonders, and the problems of a democratic education for the Indians.

57. Lowrie, Samuel Harman. Culture Conflicts in Texas, 1821–1835. New York: Columbia University Press, 1932. 189 pp.

Report of a dissertation: a good analysis. Bibliography.

58. MacIver, Robert M. (editor). Discrimination and National Welfare. New York: Harper, 1949. 135 pp.

Papers by Elmo Roper, Roger Baldwin, and others. Some references to Mexicans. Discrimination in terms of the law, trade unions, housing, churches, education, and national development.

59. ————. The More Perfect Union: a Program for the Control of Intergroup Discrimination in the United States. New York: Macmillan Company, 1948. 311 pp.

Sociologist recommends attack on discrimination in economic, educational, and political matters.

60. Mann, Edward B. and Harvey, Fred E. New Mexico, Land of Enchantment. Lansing, Michigan: Michigan State University Press, 1955. 312 pp.

61. Manuel, Herschel T. The Education of Mexican and Spanish-Speaking Children in Texas. Austin: The University of Texas Press, 1930. 173 pp.

This is a report of a study made under the sponsorship of the Fund for Research in the Social Sciences at The University of Texas. Includes a short history of the Spanish-speaking people. Statistics and illustrations show differences in segregated school for the Spanish-speaking and for the Anglos.

62. Marden, Charles F. Minorities in American Society. New York: American Book Company, 1952. 493 pp.

Chapter Six is on problems of Spanish Americans. The book is organized by respective minorities, with a general statement at the end. Well documented; good sources; historical approach to the process of assimilation. Emphasis on status relations of dominant and subordinate culture groups.

63. Marriott, Alice. The Valley Below. Norman: University of Oklahoma Press, 1949. 243 pp.

The author tells how she and her friend, Martha, rented an adobe home in Round Valley, and of her experiences with her neighbors and workmen. The story is presented in anecdotal fashion and depicts the personalities and customs of the people.

64. Marshall, Helen L. A New Mexican Boy. New York: Holiday House, 1940.

This children's book, with appeal for adults, describes the life of the Spanish-speaking people in the mountains of New Mexico.

65. McDonagh, Edward C. and Richards, Eugene S. Ethnic Relations in the United States. New York: Appleton-Century-Crofts, 1953.

This treatise on ethnic relations is written by two men with widely separated backgrounds. Various racial groups are analyzed in regard to social status and economic status. Chapter VIII deals with Spanish-Americans.

66. McElravy, May F. Tortilla Girl. Chicago: Whitman, 1946.

A children's picture story book of a little Spanish-speaking girl who sold tortillas in order to get a dog of her own.

67. McLean, Robert N. That Mexican. New York: Fleming H. Revell Co., 1928.

This is the story of Juan Garcia, a typical Mexican laborer of the Southwest, and how he is influenced by his heritage. Though his name is Spanish, his ancestry is primarily Indian. The conquerors of Mexico, the church, the poverty of the country, and the unrest in Mexico all leave their mark on him. He moves to the north and is faced with new problems in the United States.

68. McWilliams, Carey. Brothers Under the Skin. Boston: Little, Brown and Co., 1943. 325 pp.

This is a study of the many minority groups in the United States and the part they played during World War II. One chapter discusses "The Forgotten Mexican."

69. ————. Factories in the Field. Boston: Little, Brown and Co., 1939. 325 pp.

This is a factual study of the exploitation of migratory workers in California. Historical background and present conditions.

70. ————. Ill Fares the Land. Boston: Little, Brown and Company, 1942.

A documented, comprehensive survey of migratory labor throughout the United States, simply written and concise.

71. ————. North from Mexico. Philadelphia: Lippincott, 1949.

One of the best all-round statements of the problems of the acculturation of the Spanish-speaking peoples of the Southwest, and of the indifference to the situation on the part of the public. Impassioned, with broad perspective, including historical background and social origins.

72. Means, Florence C. Teresita of the Valley. Boston: Houghton Mifflin, 1943.

The story of a young Spanish-speaking girl who discovers that the process of acculturation in America involves conflicts with persons of older generations.

73. Meltzer, H. Educating Children for Race and Nationality Tolerance. Baltimore: Warwick and York, Inc., 1940.

Based upon nine studies; suggests an educational program to develop understanding and tolerance.

74. **Mills, C.; Senior, Clarence; and Goldsen, Rose Kohn. The Puerto Rican Journey.** New York: Harper, 1950. 238 pp.

A report on the Puerto Rican migration to New York and of the migrants' colonies in Spanish Harlem, with resulting problems of acculturation.

75. **Moody, Alan B. Sleep in the Sun.** Boston: Houghton, 1945. 137 pp.

An illustrated novel of episodes in the lives of Spanish-speaking families in poverty in a California canyon. Subdued, sordid, but relieved with indigenous humor.

76. **Myers, Virginia. Angelo's Wife.** Indianapolis: Bobbs-Merrill, 1948. 372 pp.

A romantic historical novel of Spanish grandees living in California in the 1830's and 1840's. Lacking in subtlety, and in a pedestrian style.

77. **National Conference of Social Work. Minority Groups: Segregation and Integration.** New York: Columbia University Press, 1955. 110 pp.

Collection of papers given at the Annual Forum of the Conference. Much attention to migratory workers; emphasis on community processes; does not relatively overemphasize the Negro problems; no index.

78. **National Council for the Social Studies, Sixteenth Yearbook. Democratic Human Relations: Promising Practices in Intergroup and Intercultural Education in the Social Studies.** Washington, D.C.: National Council for the Social Studies, 1945.

Part 1, purposes and curriculum planning. Part 2, practices in elementary and secondary schools. Part 3, basic concepts and materials in education for acculturation.

79. **National Educational Association, Commission on the Defense of Democracy Through Education. More Than Tolerance.** Washington: The Association, 1946.

80. **National Education Association, Department of Supervisors and Directors of Instruction. Americans All: Studies in Intercultural Education.** Washington, D.C.: The Association, 1942.

Section 1, What should be done- (objectives). Section 2, What is being done (action programs; twenty chapters by various authors; some chapters on the Spanish-speaking). Section 3, Our task; suggestions for implementation. Section 4, bibliographies.

81. **National Education Association. Fourteenth Yearbook; Unity Through Understanding: Study Guide and Discussion Manual for Use with Americans All: Studies in Intercultural Education.** Washington, D.C.: National Education Association, 1942.

Topics covered: objectives; practices; organizing the program for a school; evaluating progress of the program; bibliography.

82. **Nunn, G. T. White Shadows.** New York: Reynal and Hitchcock, 1947. 246 pp.

This is the story of Pablo Afierro, a farmer who, with his family, was driven from Jalisco after he advocated that the land should belong to the men who work it. The story follows them in their flight from Mexico, their illegal entry into the United States, and the tribulations of their life in the alien land. Depicts the poor life of a large percentage of the Spanish-speaking people in our border towns.

83. **Powdermaker, Hortense. Probing Our Prejudices: A Unit for High School Students.** New York: Harper, 1944. Third edition. 73 pp.

The anthropologist's view of cultural relativity; main topics are how we get our prejudices, what they do to us, and what we can do about them.

84. **Reid, J. T. It Happened in Taos.** Albuquerque: University of New Mexico Press, 1946. 118 pp.

Well written account, with photographs, of how the peoples of Taos County, New Mexico, cooperatively attacked the long standing problems of drought, conservation of soil and grass, educational facilities, and medical services.

85. **Roberts, Marta. Tumbleweeds.** New York: G. P. Putnam's Sons, 1940. 294 pp.

A story of a Mexican family, their days of starvation, poverty, cold, and state charity during their seven-year stay in California. Vivid picture of the life of the poor alien Mexican in the United States.

86. **Rodriguez Bou, Ismael. A Study of the Parallelism of English and Spanish Vocabularies.** Rio Piedras, Puerto Rico:

University of Puerto Rico, Superior Educational Council of Puerto Rico, 1950.

This adapted doctoral dissertation analyzes parallel meanings of words in the two languages, the problem of giving bilingual tests, and bilingual problems in teaching.

87. **Rotunda, Dominic P.; Smith, W.; and Wright, E. W. Essentials of English for Latin Americans.** Berkeley, California: Gillick Press, 1945.

A review of grammar and pronunciation, by faculty members of Mills College, Okland, California. Eighteen lessons, entirely in English; not for beginners; derived from a workshop. Well adapted to the advanced Spanish-speaking student of American English.

88. **Saenger, Gerhart. The Social Psychology of Prejudice: Achieving Intercultural Understanding and Cooperation in a Democracy.** New York: Harper, 1953. 304 pp.

Applies the findings of the social sciences to problems of prejudice and discrimination.

89. **Sánchez, George I. The Development of Higher Education in Mexico.** New York: Kings Crown Press, 1944. 140 pp.

Historical background; survey of institutions of higher learning in Mexico; types of degrees granted.

90. **————. Forgotten People.** Albuquerque: University of New Mexico Press, 1940. 98 pp. Photographs.

A study of New Mexico's people and their background, emphasizing three groups: the Indians, the 270,000 descendants of original Spanish settlers, and the Anglos. Problems of the land and of education.

91. **————. Mexico—a Revolution by Education.** New York: Viking Press, 1936. 211 pp. Photographs.

Educational changes are viewed as the product of the nation's history. Emphasis upon the country, the people, the church, the government, and the schools. Sponsored by The Julius Rosenwald Fund, and written after eighteen months' field work in Mexico studying the schools and the people.

92. **————** (editor). **Inter-American Series.** New York: Macmillan, various dates between 1943 and 1950.

A series of textbooks, graded from the third grade through high school, whose content is based on the history, cultural contributions, and customs of Ibero-America. For use in the social studies and in intercultural education generally.

93. **Saunders, Lyle. Cultural Difference and Medical Care: The Case of the Spanish-Speaking People of the Southwest.** New York: Russell Sage Foundation, 1954. 317 pp.

A discussion of problems of health, diet, and sanitation among the Spanish-speaking people of the Southwest by a well informed author. Data about representative families are included, with general interpretations. Written for workers in health, welfare, and education. Readable style. Inquires into the reasons for the behavior of these people, with comparisons between the Anglo-American and Spanish-American cultures.

94. **Schermerhorn, R. A. These Our People.** Boston: Heath, 1949.

Problems in the acculturation of minorities in the United States. Written partly in anecdotal style. Contains sections on the Spanish-speaking population.

95. **Schrieke, Bertram J. A. Alien Americans.** New York: Viking Press, 1936. 208 pp.

This is a study of the alien population by a Dutch ethnologist. Includes the Chinese, the Japanese in California, the Spanish-speaking, the Indians, and the Negroes. Superficially surveys and appraises the status of the minority groups.

96. **Schwartz, Harry. Seasonal Farm Labor in the United States, with Special Reference to Hired Workers in Fruit and Vegetable and Sugar Beet Production.** New York: Columbia University Press, 1945.

A statistical study of the migrant farm laborers of the United States, with many references to Spanish-speaking people. Omits education, and emphasizes wages, living conditions, and discrimination.

97. **Sedillo, Mela C. Mexican and New Mexican Folk Dances.** Albuquerque: University of New Mexico Press, 1945. 47 pp.

98. **Simpson, George E. and Yinger, J. Milton. Racial and Cultural Minorities; an Analysis of Prejudice and Discrimination.** New York: Harper, 1953. 773 pp.

College text emphasizing problems of the Negro and the Jew, but including all minorities in the United States. Thorough, comprehensive, in style. Bibliography.

99. Smith, William C. Americans in the Making: the Natural History of the Assimilation of Immigrants. New York: Appleton-Century-Crofts, 1939.

Causes of immigration; disorganization and reorganization of the immigrant; factors in, and agencies of, assimilation; immigrant heritages; second generation problems; indices of degree of assimilation; a few references to Mexicans are included.

100. Stegner, Wallace E. and the Editors of Look Magazine. One Nation. Boston: Houghton Mifflin Company, 1945. 340 pp.

A book of illustrations and commentary from *Look Magazine.* Chapter II is about the Spanish-speaking migrant workers and the pachucos in Los Angeles.

101. Steinbeck, John. Tortilla Flat. New York: Grosset and Dunlap, 1935. 317 pp.

Danny, the central character, returns from World War I and leads a carefree and unmoral life with his friends after he inherits two houses in Tortilla Flat. The Flat was a tumbledown section of Monterey, California, inhabited by a mixture of Spanish, Mexican, Indian, and Anglo people. Fairly accurate, but told in a patronizing, unsympathetic manner.

102. Stendler, Celia B. and Martin, William E. Intergroup Education in Kindergarten and Primary Grades. New York: Macmillan, 1953. 151 pp.

Spanish-speaking children are included in the discussion of principles and practices relative to acculturation. The appendices offer a broad coverage of books for teachers; curriculum materials; and holiday suggestions. Many practical suggestions, with good bibliography.

103. Stillwell, Hart. Border City. Garden City, New York: Doubleday Doran, 1945. 276 pp.

Tragic, accurate novel of intolerance and corrupt politics.

104. Stowell, Jay S. The Near Side of the Mexican Question. New York: George H. Doran Company, 1921. 123 pp.

Entirely devoted to Mexicans in the United States, especially in the Southwest, with emphasis upon their contributions to American life. Much material of historic significance, well presented in sympathetic manner. Based upon a study by The Interchurch World Movement.

105. Talbert, Robert H. Spanish-Name People in the West and Southwest. Fort Worth: Leo Potishman Foundation, Texas Christian University, 1955. 90 pp.

A valuable summary and interpretation of 1950 federal census data, with maps and bibliography.

106. Taylor, Paul S. An American-Mexican Frontier. Chapel Hill: University of North Carolina Press, 1932. 337 pp.

An economic and social study of Mexican-Americans in Nueces County, Texas; historical background, labor conditions, and education, with emphasis upon school segregation; based upon data gathered in 1929.

107. Tireman, Loyd S. Teaching Spanish-Speaking Children. Albuquerque: University of New Mexico Press, revised, 1951. 252 pp. Illustrated, bibliography.

Applies sound general curriculum principles and methods to problems of education of the Spanish-speaking children in New Mexico, with emphasis on problems of bilingualism. A valuable source.

108. Tireman, L. S. and Watson, Mary. La Comunidad. Albuquerque: University of New Mexico Press, 1948. 129 pp.

Report of a study made from 1937 to 1942 of the Nambé, New Mexico, Rural Community School. It concerns methods of education, progress and background of the children.

109. Topete, Jesús. Adventuras de un Bracero. Mexico: Editorial Amexia, 1949. 143 pp.

An account of experiences of a bracero in California and of problems of braceros and wetbacks there.

110. Trager, H. and Yarrow, M. R. They Learn What They Live. New York: Harper, 1952.

Studies of intergroup relations, with emphasis upon prejudice in young children.

111. Tuck, Ruth. Not With the Fist; A Study of Mexican-Americans in a Southwest City. New York: Harcourt, Brace and Co., 1946. 231 pp.

A study of Mexican-Americans as a minority group in a small (California) town called Descanso. The Mexican-American is seen as a person in his own right. School segregation and pupil adjustments are part of the problem of discrimination in the schools and in the town.

112. **Vickery, William E. and Cole, Stewart G. Intercultural Education in American Schools: Proposed Objectives and Methods.** New York: Harper and Brothers, 1943.

Main topics covered are: general theory; planning a program; materials; methods; concepts; bibliography.

113. **Walter, Paul A., Jr. Race and Culture Relations.** New York: McGraw-Hill, 1952.

A textbook that gives geographical and historical backgrounds and separately discusses various minority groups. Chapter 2 gives the historical background of Latin-America. Chapter 17 includes special problems of Spanish-speaking Americans.

114. **Waters, Frank. People of the Valley.** New York: Farrar and Rinehart, 1941.

A novel of New Mexico and the Spanish-Indian farmers who live there. The story captures the customs and culture of these simple people.

115. **———. The Yogi of Cockroach Court.** New York: Rinehart and Co., Inc., 1947. 275 pp.

All sorts of people, Mexicans, American-Indians, cross-breeds, and Chinese, live in this unidentified town which is almost wholly given over to shady enterprises. The yogi is a Chinese who sits in contemplation of this corruption.

116. **Waugh, Julia Nott. The Silver Cradle.** Austin: University of Texas Press, 1955.

Non-fiction account of the folklore of the Spanish-speaking section of San Antonio, based upon personal observation over many years. Informal presentation of significant, enduring characteristics, with emphasis upon festivals. Written with sympathy and respect, without sentimentality; good drawings and format.

117. **Wertenbaker, Green Peyton. San Antonio, City in the Sun.** New York: McGraw Hill, 1946. 292 pp.

A light, anecdotal, lively survey of the city and its people, emphasizing history, families, politics, vice, education, and the Spanish-speaking minority.

118. **Whetten, Nathan. Rural Mexico.** Foreword by Manuel Gamio. Chicago: University of Chicago Press. 1948. 671 pp.

Detailed factual compendium, without interpretations, by a rural sociologist; valuable reference work.

119. **Williams, Robin M., Jr. Reduction of Intergroup Tensions: A Survey of Research on Problems of Ethnic, Racial, and Religious Group Relations.** Written for The Committee on Techniques for Reducing Group Hostility, Social Science Research Council; Bulletin 57. New York: The Council, 1947.

Widely used techniques and procedures, and the assumptions underlying action programs.

120. **Wise, Evelyn Voss. The Shepherd of the Valley.** Milwaukee: Bruce Publishing Company, 1959.

Novel about a parish priest in the Lower Rio Grande Valley.

121. **Wittke, Carl F. We Who Built America.** New York: Prentice-Hall, 1940.

Contributions to American life by the 38 million foreigners of various nationalities who have come to this country since 1700.

122. **Woods, Sister Frances J. Mexican Ethnic Leadership in San Antonio, Texas.** Washington, D.C.: Catholic University of America Press, 1949.

123. **Young, Donald R. American Minority Peoples: A Study in Racial and Cultural Conflicts in the United States.** New York: Harper and Brothers, 1932. 538 pp.

Problems of all minority groups; segregation, citizenship, crime, delinquency, education, religion and the church.

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124. **Albig, William.** "Opinions Concerning Unskilled Mexican Immigrants," **Sociology and Social Research.** Vol. 15 (September-October, 1930), pp. 62–72.

A sociological study of the attitudes of forty neighbors of Spanish-speaking immigrants in

Flint, Michigan. Many of the neighbors interviewed were also of foreign origin.

125. **Allen, Ruth A.** "Mexican Peon Women in Texas," **Sociology and Social Research,** Vol. 15 (November–December, 1931), pp. 131–142.

A detailed study of the customs, habits, and social role of Spanish-speaking farm women of the poorer classes in five central Texas counties.

126. **Almazan, M. A.** "Mexicans Keep 'em Rolling," **Inter-American Monthly,** Vol. 4 (October, 1945), pp. 20–34.

Mexican braceros keep U.S. railroads operating during wartime. Description of social and working conditions.

127. **Altus, W. D.** "American Mexican: The Survival of a Culture," **Journal of Social Psychology,** Vol. 29 (May, 1949), pp. 211–220.

Concise, thorough study of the personal and social adjustment of non-English-speaking Mexican-Americans attending a U.S. Army literacy school.

128. **America Indigena.** "Anglo-Saxons and Latin Americans in the Border Between the United States and Mexico," Vol. 10 (July, 1950), pp. 192–194.

This editorial refers to U.S.-Mexican border regions as the true testing ground for the sincerity of Inter-American relations and suggests federal aid to study conditions in this area.

129. **American Child, The.** "A Program for Migratory Labor," Vol. 32 (February, 1950), pp. 1, 4.

Recommendations of the President's Committee on Migratory Labor. Brief reference to the Spanish-speaking people.

130. **American Teacher.** "Classes for Mexican Workers in Michigan Aid Inter-American Understanding," Vol. 30 (January, 1946), pp. 26–27.

Special English classes for Spanish-speaking railroad workers in Michigan succeed in creating many friendships. Statewide program is aided by community organizations.

131. ————. "Good Neighbor Policy at Home," Vol. 29 (January, 1945), pp. 11–12.

132. **Americas.** "Braceros," Vol. 1 (March, 1949), pp. 14–17.

A factual interpretation of the many political, social, and international disputes resulting from the use of Mexican labor in the United States. Clearly presents all points of view.

133. ————. "Our Mexican Americans, Vol. 1 (April, 1949), pp. 42–43; and Vol. 2 (October, 1950), pp. 42–48.

Short reviews of McWilliams' *North From Mexico* and of Griffith's *American Me.*

134. **Amos, Junia.** "Our Mexican Neighbors," **Childhood Education,** Vol. 22 (April, 1946), pp. 387–388.

Use of cultural materials in elementary school to increase unity of Spanish-speaking and Anglo pupils at San Marcos, Texas. Bibliography of teaching material.

135. **Anderson, V.** "North Meets South: An Adventure in Good Will," **International Journal of Religious Education,** Vol. 22 (April, 1946), pp. 4–5.

136. **Andrus, E. P.** "Social Living Classes for the Underprivileged," **California Journal of Secondary Education,** Vol. 14 (November, 1939), pp. 414–417.

Developing cultural pride among Spanish-speaking students by creating a respect for Latin American civilization.

137. ————. "Workshop Studies Education of Mexican Americans," **California Journal of Secondary Education,** Vol. 18 (October, 1943), pp. 328–330.

Introducing prominent Spanish-speaking Americans to public school student groups to increase intercultural respect.

138. **Applegate, Frank.** "Spanish Colonial Arts," **The Survey,** Vol. 66 (May 1, 1931), pp. 156–156.

139. **Austin, Mary.** "Mexicans and New Mexico," **The Survey,** Vol. 66 (May 1, 1931), pp. 141–144, 187–190.

140. ————. "Rural Education in New Mexico," **University of New Mexico Bulletin,** Experimental School Series, Vol. 2, No. 1. Albuquerque: University of New Mexico Press, 1931.

141. **Baker, V. A.** "Braceros Farm for Mexico," **Americas,** Vol. 5 (September, 1953), pp. 3–5.

Braceros use capital and technology acquired in the United States to bring modern agriculture to western Mexico.

142. Barker, S. Omar. "Sagebrush Spanish," **New Mexico,** Vol. 20 (December, 1942), pp. 18–19.

An interesting account explaining the derivation from Spanish of cowboy "lingo" in the United States.

143. Barrows, Sarah T. "Speech Habits of the Foreign Child," **Grade Teacher,** Vol. 49 (February, 1932), pp. 446, 479; (April, 1932), pp. 614–650.

144. Berger, Max. "Education in Texas During the Spanish and Mexican Periods," **Southwestern Historical Quarterly,** Vol. 51 (July, 1947), pp. 41–53.

A good cultural and political history of education in Texas from c. 1690 to c. 1836. Importance of private educational facilities stressed. Intercultural aspects considered. Bibliography.

145. Beshoar, Barron B. "Report from the Mountain States," **Common Ground,** Vol. 4 (Spring, 1944), pp. 23–30.

Discriminatory practices against Spanish-speaking Americans, Japanese and Negroes in Colorado, Idaho, and other mountain states.

146. Biddick, M. L. and Harrison, E. A. "Spanish American Children Receive Help in Achieving Status," **School Management,** Vol. 17 (August, 1947), pp. 28–29.

147. Biderman, B. "America Has D P's of Its Own," **New Republic,** Vol. 122 (April 24, 1950), pp. 12–13.

Migrant workers of California and other states with special reference to the problems of Mexican immigrants.

148. Blair, J. F. "When Nationalities Mix in the Classroom," **Instructor,** Vol. 63 (September, 1953), p. 108.

Texas rural principal applies principles of fairness, friendship, and integration to win the Spanish-speaking half of student body. Asserts that assimilation of minorities can be achieved if teacher puts forth special effort.

149. Blair, W. C. "Spanish-Speaking Minorities in a Utah Mining Town," **Journal of Social Issues,** No. 1 (1952), p. 409.

A study of social attitudes among Mexican-Americans, Puerto Ricans, and Anglos in a small mining community. Based upon extensive interviews.

150. Bledsoe, Thomas. "Relief," **New Mexico Quarterly Review,** Vol. 19 (Autumn, 1949), pp. 330–336.

Fictional account of an Anglo's visits with Spanish-American friends.

151. Bloom, H. "Vigilantism Plays the Villain, Silver City, New Mexico," **Nation,** Vol. 176 (May 9, 1953), inside cover.

Vigilantism prevents filming of an historical picture dealing with 1951 strike of Spanish-speaking miners who successfully won equal rights with Anglos.

152. Bogardus, Emory S. "Current Problems of Mexican Immigrants," **Sociology and Social Research,** Vol. 25 (November-December, 1940), pp. 166–174.

Problems faced by Mexican immigrants include: (1) registration complexities and fears of deportation, (2) naturalization, (3) unemployment and relief, (4) second generation adjustment.

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Problems of social adjustment faced by second generation children of Mexican parents include adjustment to United States courtship customs. School segreation to learn language discussed.

156. Booth, Jonathan L. "Meeting a Bilingual Problem: Elementary Spanish in the Tucson Public Schools," **American School Board Journal,** Vol. 117 (July, 1948), pp. 15–17.

Acculturation by teaching Spanish to all students in the elementary grades. Methods of teaching explained.

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Technique a teacher can use to help a Spanish-speaking child adjust to school and learn English more effectively.

158. Broom, L. and Shevky, E. "Mexicans in the United States," **Sociology and Social Research.** Vol. 36 (January, 1952), pp. 150–158.

A thoughtful analysis of the Mexican immi-social role in the United States. Emphasis upon the influence of his foreign background, economic function, ethnic status, and method of assimilation.

159. Brown, E. "Some Aspects of Teaching Languages in the Grades in the Southwest," **Hispania,** Vol. 23 (May, 1940), pp. 171–174.

El Paso teacher favors teaching Spanish to Anglos in the grades and making Spanish-speaking children literate in Spanish. Spanish-speaking child's language difficulties are increased because Anglo teachers do not speak English correctly and distinctly.

160. Bulletin of the Pan American Union. "Mexico-United States Farm Labor Agreement," Vol. 82 (July, 1948), pp. 411–412.

General terms of the agreement of Fegruary 21, 1948, with Mexico, to import braceros for United States farm labor.

161. Burbeck, Edith. "Problems Presented to Teachers of Bilingual Pupils," **California Journal of Elementary Education,** Vol. 8 (August, 1939), pp. 49–54.

Useful procedures in the teaching of English to Spanish-speaking pupils. Bibliography.

162. Burma, John H. "The Present Status of Spanish-Americans in New Mexico," **Social Forces,** Vol. 28 (December, 1949), pp. 133–138.

An interpretation of Spanish-Americans in northern New Mexico, emphasizing problems of education, politics, and religion. Bibliography.

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A critical review of Burma's *Spanish Speaking Groups in the United States* by Clarence Senior of Columbia University.

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A detailed analysis of the social and economic aspects of Spanish-American life in northern New Mexico. Historical interpretation of present economic problems.

165. Business Week. "Across the Border; Southern California Citrus Growers See 100 per cent Harvest with Mexican Workers Helping in the Groves," (July 31, 1943), p. 85.

Terms of Spanish-speaking contract laborers in California citrus groves.

166. ————. "Mexicans Assist; Southern Pacific Reports 8,325 in Its Track Crews," (October 14, 1944), p. 54.

Adaptability and working conditions of Mexican nationals employed by the Southern Pacific Railroad.

167. ————. "Mexicans on Job," January 1, 1944), p. 82.

Mexican nationals work in United States defense industries. Easing of discrimination in Texas is noted.

168. ————. "Wetbacks in Middle of Border War," (October 24, 1953), pp. 62–66.

United States groups supporting wetback entry into border regions include farmers and schools. Opponents of illegal entry are unions and businessmen. Enforcement methods; crime aspects. Income tax measure proposed to halt illegal employment.

169. Calderon, C. I. "Seeing Sounds," **Texas Outlook,** Vol. 38 (October, 1954), pp. 12–13.

A practical teaching method for correcting Spanish accents. A thorough description of techniques used to eliminate four common errors of pronunciation.

170. Caldwell, Floyd F. and Mowry, Mary Davis. "The Essay Versus the Objective

Examination as Measures of Achievement of Bilingual Children," **Journal of Educational Psychology**, Vol. 24 (December, 1933), pp. 696–702.

A study to determine whether the use of new-type tests increases or decreases the language handicap of Spanish-speaking children.

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A careful study conducted in southwestern New Mexico.

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A study of teachers' tendencies to grade Spanish-speaking pupils above or below native English-speaking children in California.

173. **Campa, Arthur L.** "Mañana is Today," **New Mexico Quarterly Review**, Vol. 9 (February, 1939), pp. 3–11.

An interpretation of basic differences between the philosophy of life of the Spanish-American of New Mexico and the Anglo-Nordic culture of the United States.

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This analysis of Texan, New Mexican, and Puerto Rican folk tales provides several stories as examples.

175. **Canavan, W. J.** "I was a Vacation School Teacher," **Catholic World**, Vol. 149 (July, 1939), pp. 477–482.

Catholic religious workers among Spanish-speaking sugar-beet farmers of Colorado.

176. **Carlson, H. B. and Henderson, N.** "Intelligence of American Children of Mexican Parentage," **Journal of Abnormal and Social Psychology**, Vol. 45 (July, 1950), pp. 544–551.

A comparison of the apparent intelligence of Spanish-speaking children with other foreign-origin children in Los Angeles. Bibliography.

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Political tactics and organization used in California communities to make Spanish-speaking citizens' influences felt in government.

178. **Cassidy, Ina Sizer.** "Christmas in New Mexico," **El Palacio**, Vol. 57 (December, 1950), pp. 402–406.

179. **Castañeda, C. E.** "Some of Our Earliest Americans Await the Magic Touch," **Texas Outlook**, Vol. 37 (January, 1953), pp. 22–23.

There is a need to emulate activities of early Mexican missionaries in incorporating the Spanish-speaking American into United States society. Historical interpretation presented.

180. **Catholic Digest.** "Wetback Invasion," Vol. 18 (February, 1954), pp. 55–58.

181. **Chambers, R. L.** "The New Mexico Pattern," **Common Ground**, Vol. 9 (Summer, 1949), pp. 20–27.

Political problems of the Hispanos in New Mexico with special reference to civil-rights organizations, machine politics, and discrimination in "Little Texas."

182. **Chavez, Fray Angelico.** "La Conquistadora is a Paisana," **El Palacio**, Vol. 57 (October, 1950), pp. 299–307.

183. ———. "The Inter-Relation of History and Folklore," **New Mexico Folklore Record**, Vol. 5 (1950–51), pp. 1–3.

184. ———. "Neo-Mexicanisms in New Mexico Place Names," **El Palacio**, Vol. 57 (March, 1950), pp. 67–79.

185. ———. "New Mexico Religious Place Names Other Than Those of Saints," **El Palacio**, Vol. 57 (January, 1950), pp. 23–26.

186. ———. "Saints' Names in New Mexico Geography," **El Palacio**, Vol. 56 (November, 1949), pp. 323–335.

187. **Cherkis, C.** "School and the Puerto Rican Parent," **High Points**, Vol. 32 (March, 1950), pp. 20–27.

188. **Church, Peggy Pond.** "Maria," Com-

mon Ground, Vol. 6 (Summer, 1946), pp. 35–38.

A northern New Mexico (Taos) lady describes her nine-year-old Spanish-speaking neighbor.

189. Coalson, G. O. "Mexican Contract Labor in American Agriculture," **Southwestern Social Science Quarterly,** Vol. 33 (December, 1952), pp. 228–238.

A carefully documented study of Mexican contract labor in the United States from the historical, political, and economic points of view. Emphasis upon recent trends.

190. Coers, W. C. "Comparative Achievement of White and Mexican Junior High School Pupils," **Peabody Journal of Education,** Vol. 12 (January, 1935), pp. 157–162.

A comparison of 194 junior-high-school students at Corpus Christi, Texas. Contains a brief summary of previous investigations, with bibliography.

191. Coindreau, J. "Teaching English to Spanish-Speaking Children," **National Elementary Principal,** Vol. 25 (June, 1946), pp. 40–44.

Catholic school uses group methods and field trips to acquaint beginning Spanish-speaking students with English.

192. Cole, Stewart G. "Schools Can Plan Programs of International Education," **School Management,** Vol. 13 (October, 1943), p. 35.

"Good Neighbor" education should be aimed at integrating minority cultural groups into the community.

193. Common Ground. "Federal Judge Outlaws Segregation in Public Schools," Vol. 8 (Winter, 1947), pp. 102–103.

Excerpts from Judge McCormick's decision in the *Mendez* (California) case. A careful statement of the principles involved in segregating Spanish-speaking pupils.

194. Commonweal. "Exploitation in Tennessee," Vol. 55 (December 7, 1951), pp. 213–214.

Ill treatment of Spanish-speaking contract laborers in Tennessee results in walk of 100 miles to protest conditions.

195. ————. "Summer Brings the Mexicans: The National Farm Labor Union A.F.L. Discusses the Importation of Mexican Agricultural Laborers," Vol. 48 (July 2, 1948), pp. 275–278.

Explanation of the provisions governing the importation of farm labor from Mexico. Thirteen fundamental objections to the functioning of this program are explained.

196. ————. "Twenty-Eight Important Mexicans," Vol. 47 (February 13, 1948), pp. 436–437.

An airplane crashes, killing twenty-eight Mexican farm workers on way to deportation from California.

197. Cook, J. M. and Arthur, G. "Intelligence Ratings for 97 Mexican Children in St. Paul, Minnesota," **Journal of Exceptional Children,** Vol. 18 (October, 1951), pp. 14–15.

A study based upon the Stanford-Binet and Form I of the Arthur Point Scale of Performance Tests. Guidance for Spanish-speaking children is to be based upon non-verbal as well as verbal scales. The performance tests revealed abilities not shown by the other tests.

198. Cooke, W. Henry. "The Segregation of Mexican-American School Children in Southern California," **School and Society,** Vol. 67 (June 5, 1948), pp. 417–421.

Restrictions upon Spanish-speaking people in Southern California are described, and court actions challenging segregation of Spanish-sepaking children in the California public schools summarized, Segregation, illegal since 1947, continued, though the court recognized that segregation interferes with learning.

199. Coon, Gene L. "Pachuco," **Common Ground,** Vol. 8 (Spring, 1948), pp. 49–52.

A short story of the military adjustment and final downfall of a Spanish-speaking man upon his return home to Los Angeles social pressures.

200. Cooper, Elizabeth A. "Good Neighbors in Boxcars," **Commonweal,** Vol. 43 (November 2, 1945), pp. 65–68. Discussion: "A Continuing Scandal," Vol. 43 (December 21, 1945), pp. 252–253; "Good Neighbors in Boxcars," p. 262.

"Deplorable" conditions among Mexican contract railway workers in the United States. Opposite view presented in letter from reader.

201. **Culbert, James I.** "Distribution of Spanish-Speaking Population in New Mexico," **Economic Geography,** Vol. 19 (April, 1943), pp. 171–176.

Historical evaluation of Spanish-American population trends in New Mexico. Population distribution maps for 1744 and 1940.

202. **Dann, Janet Anne.** "Introducing English to a Bilingual Majority Group," **Elementary English Review,** Vol. 17 (January, 1940), pp. 18–22.

Methods of teaching English to any group of foreign language students. Does not deal with specific problems of Spanish-speaking students.

203. **Dautin, H.** "Bettering Inter-American Relations in One Small Elementary School," **California Journal of Elementary Education,** Vol. 12 (November, 1943), pp. 107–111.

Adjusting the curriculum to create intercultural harmony in the classroom.

204. **Davenport, Everard Lee.** "The Intelligence Quotients of Mexican and Non-Mexican Siblings," **School and Society,** Vol. 36 (September, 1932), pp. 304–306. (See also Master's thesis by same title.)

Prognosis based upon the Goodenough I. Q. at school entrance is likely to understimate the future abilities of Spanish-speaking children.

205. **Davis, Harold E.** "Education Program for Spanish-Speaking Americans," **World Affairs,** Vol. 8 (March, 1945), pp. 43–48.

An excellent survey of activities which are promoting the acculturation of Spanish-speaking groups in the Southwest, through education, political action, and social reorganization.

206. ————. "Permanent Bases of Inter-American Education," **The American Teacher,** Vol. 29 (April, 1945), pp. 9–12.

Applying theories of Inter-Americanism in public schools attended by Spanish-speaking students.

207. **Davis, K. and Senior, C.** "Immigration From the Western Hemisphere," **Annals of the American Academy of Political and Social Science,"** Vol. 262 (March, 1949), pp. 76–77.

A brief summary of Mexican immigration statistics from 1901 to 1947 is compared with those of other minority groups.

208. **Dawson, H. A.** "Disadvantaged: Education and Other Social Opportunities," **National Educational Association Journal,** Vol. 42 (January, 1953), pp. 29–30.

Educational and other social opportunities are below any tolerable standard for several million Americans.

209. **Decker, B. S.** "Old Mexico Dances North," **Christian Science Monitor Magazine,** May 3, 1947, p. 6.

Padua Hills Theater near Claremont, California, regularly produces Mexican cultural programs performed by Spanish-speaking Americans.

210. **DeHuff, E. W.** "Sunshine and Adobe Christmas," **The Horn Book Magazine,** Vol. 22 (November, 1946), pp. 446–453.

Christmas and religious customs in northern New Mexico are described and explained.

211. **Delmet, D. T.** "A Study of the Mental and Scholastic Abilities of Mexican Children in the Elementary School," **Journal of Juvenile Research,** Vol. 14 (October, 1930), pp. 257–269.

A detailed statistical study of 341 children in an all-Spanish-speaking elementary school in Los Angeles.

212. **DeVargas, Diego.** "Teaching 'Mexicans' an English Vocabulary," **Elementary English Review,** Vol. 14 (January, 1937), p. 31.

Linguistic problems of Spanish-speaking children of New Mexico, and methods for improving the learning of English.

213. **Dickey, Roland F.** "Saints and New Mexico," **New Mexico Quarterly Review,** Vol. 17 (Autumn, 1947), pp. 311–321.

Religious customs and beliefs of Spanish-Americans in northern New Mexico.

214. **Dobie, J. Frank.** "Ranch Mexicans," **The Survey,** Vol. 66 (May 1, 1931), pp. 167–170.

215. **Dodge, Davis.** "My Favorite Mexican Character," **United States World,** Vol. 4 (June, 1950), pp. 60–61.

An 85-year-old Fresno, California, wetback gets rich on annuities.

216. **Donnelly, Thomas C.** "Educational Progress in New Mexico and Some Present Problems," **New Mexico Quar-**

terly Review, Vol. 16 (Autumn, 1946), pp. 305–317.

A history of educational progress in New Mexico with emphasis upon education of "bilinguals," free textbooks, transportation and status of teachers.

217. Dougherty, L. "Fiestas in Kansas City," **Recreation**, Vol. 40 (January, 1947), p. 527.

Customs of the Spanish-speaking "colony" established in Kansas City, Missouri, in 1914.

218. Eckels, R. P. "Hungry Workers, Ripe Crops, and the Non-Existent Mexican Border," **Reporter**, April 13, 1954, pp. 28–32.

Living and working conditions of Spanish-speaking workers seeking jobs in California described.

219. Edward, N. "Segregation of Spanish-Speaking Children in Public Schools," **Elementary School Journal**, Vol. 52 (February, 1952), p. 318.

A review of G. I. Sánchez' monograph, "Concerning Segregation of Spanish-Speaking Children in the Pacific Schools."

220. Ellis, G. M. "Barriers Traversed in Michigan's Traverse City," **Rotarian**, Vol. 81 (August, 1952), pp. 29–31.

Michigan Anglos win Mexican cherry pickers by studying Spanish and sponsoring end-of-season fiesta.

221. England, Byron. "El Paso Develops Aids for Teachers of Bilinguals," **Texas Outlook**, Vol. 29 (October, 1945), p. 42.

Materials for teaching English to monolingual Spanish-speaking children. Workship pro-

222. Escudero, M. J. "Golden Opportunity," **Hispania**, Vol. 30 (May, 1947), pp. 211–213.

Assistance by Spanish-speaking adults in the teaching of Spanish to Anglos in grade school.

223. Espinosa, Aurelio M. Jr. "Spanish-American Folklore," **Journal of American Folklore**, Vol. 60 (October-December, 1947), pp. 373–377.

Spanish-American folklore in the United States. Bibliography emphasizes New Mexico.

224. Eulau, H. H. F. "Sinarquismo in the United States," **Inter-American Monthly**, Vol. 3 (March, 1944), pp. 25–27. Discussion, Vol. 3 (June, 1944), pp. 46–48; Vol. 3 (August, 1944), pp. 47–48.

Discrimination and clerical support aid spread of fascist *Sinarquismo* among Spanish-speaking Americans in the United States. Description of the tactics used, and clerical reactions to the article.

225.————. "Sleepy Lagoon Case; Court of Appeal Reverses Judgments," **New Republic**, Vol. 111 (December 11, 1944), pp. 795–796.

Legal aspects of the court decision involving the murder of a Los Angeles Spanish-speaking boy.

226. Everett, S. "Teachers Combat Prejudices," **National Educational Association Journal**, Vol. 37 (April, 1948), pp. 216–217.

Teachers have learned that one of the ways of resolving prejudices is to change the environmental situation.

227. Eyring, Edward. "Spanish for the Spanish Speaking Students in the United States," **Modern Language Forum**, Vol. 22 (May, 1937), pp. 138–145.

Teaching a Spanish-speaking child to use modern, correct Spanish as a medium of education. Detailed analysis of the problem and methods of teaching are described.

228. Faltis, J. "Understanding Our Student of Mexican Extraction," **California Teachers Association Journal**, Vol. 47 (February, 1951), p. 11.

Differences in attitude toward life between Spanish-speaking and Anglo Americans described. Nine techniques for better counseling of Mexican students.

229. Fergusson, Erna. "The New New Mexican," **New Mexico Quarterly Review**, Vol. 19 (Winter, 1949), pp. 417–426.

Patterns of intercultural relations in New Mexico with historical background are described. Recent trends resulting from the influence of veterans of World War II are noted.

230. Finocchiaro, M. "Suggested Procedure in the Teaching of English to Puerto Ricans," **High Points**, Vol. 31 (May, 1949), pp. 60–66.

231. Fisher, Reginald. "Hispanic People of the Rio Grande: A Statement of a Program of Research Being Planned in the Conservation of Human Resources," **El Palacio**, Vol. 49 (August, 1942), pp. 157–162.

232. Flandrau, G. "Fiesta in St. Paul: Celebration in Honor of Mexico's Independence Day," **Yale Review,** Vol. 33 (Autumn, 1943), pp. 69–76.

Sights and sounds at a Mexican Independence Day fiesta given by Spanish-speaking farm workers in Minnesota. Narrated by an American visitor.

233. Flicker, J. "Classes for Spanish-Speaking Children," **High Points,** Vol. 29 (November, 1947), pp. 58–62.

234. Fortune. "Braceros," Vol. 43 (April, 1951), pp. 58–60.

Brief treatment of farmer and labor union dissatisfaction with new bracero agreements.

235. Foster, Leona G. "Teaching Non-English Children: The Unit Plan for Non-English Children of Primary Grade Ability," **Sierra Educational News,** Vol. 27 (December, 1931), pp. 30–31.

Teaching units designed to bring about the socialization of the Spanish-speaking child.

236. Fritz, Ralph A. and Rankin, Nellie R. "The English Handicap of Junior High Pupils from Foreign-Speaking Homes, and Remedial Suggestions," **Journal of Educational Research,** Vol. 27 (February, 1934), pp. 412–421.

Plans for remedial teaching of English to pupils from foreign-language homes. No reference is made to a specific foreign-language group.

237. Galarza, Ernesto. "Program for Action," **Common Ground,** Vol. 9 (Summer, 1949), pp. 27–38.

A thorough, comprehensive program for the improvement of all phases of Spanish-speaking American life. Emphasis upon improved political and social programs for integration.

238. ————. "They Work for Pennies," **American Federationist,** Vol. 59 (April, 1952), pp. 10–13.

A good summary of problems of wages, working conditions, and political influences affecting wetback and bracero employment in the United States. Labor union committee advises United States Employment Service.

239. Garretson, O. K. "A Study of the Causes of Retardation Among Mexican Children in a Small School System in Arizona," **Journal of Educational Psychology,** Vol. 19 (January, 1928), pp. 31–40.

A careful study based upon more than 300 pupils.

240. Garth, Thomas R. "A Comparison of the Intelligence of Mexican and Full-Blood Indian Children," **Psychological Review,** Vol. 30 (September, 1923), pp. 388–401.

A comparison of the apparent intelligence differences among Spanish-speaking persons and several Indian tribal groups of the Southwest.

241. Garth, Thomas R., et al. "The Administration of Non-Language Intelligence Tests to Mexicans," **Journal of Abnormal and Social Psychology,** Vol. 31 (April, 1936), pp. 53–58.

This detailed statistical study is based upon 455 Los Angeles children in grades 4 to 8. Spanish-speaking children and United States whites received about the same average I.Q. on nonverbal tests. Bibliography.

242. Garth, Thomas R. and Johnson, H. D. "The Intelligence and Achievement of Mexican Children in the United States," **The Journal of Abnormal and Social Psychology,** Vol. 29 (July, 1934), pp. 222–229.

Abilities of children in New Mexico and El Paso, Texas.

243. Garth, Thomas R., et al. "Mental Fatigue of Mexican School Children," **The Journal of Applied Psychology,** Vol. 16 (December, 1932), pp. 675–680.

Study based upon number addition performed by Spanish-speaking children in San Antonio, Texas. Bibliography provides comparison with other culture groups.

244. Gilbert, Fabiola C. de B. "New Mexican Diets," **Journal of Home Economics,** Vol. 34 (November, 1942), pp. 668–669.

Improving the native diet of Spanish-speaking people through education extension services.

245. Gonzales, Manuel C. "Our Spanish-Speaking Parent-Teacher Groups and Their Problems," **Texas Outlook,** Vol. 27 (June, 1943), pp. 23–24.

An outline of the problems of Latin Americans and the need for Spanish-speaking Parent-Teacher groups.

246. Gray, L. "Zoot-Suit Youth; Or, What Happened to Juan Garcia," **Childhood Education,** Vol. 23 (October, 1946), pp. 67–74.

How society creates a Mexican zoot-suiter. Home and school background traced.

247. Green, W. "Our Own Forgotten People; Migrant Workers Denied a Square Deal," **American Federationist,** Vol. 57 (December, 1950), pp. 20–22.

A summary of the recommendations made by the A.F. of L. to President's Commission on Migratory Labor with explanation. Spanish-speaking labor situation discussed.

248. Griffith, Beatrice. "Finger-Tip Coats Are the Style," **Common Ground,** Vol. 8 (Spring, 1948), pp. 61–67.

Daily life of a Spanish-speaking girl in Los Angeles told in first person narrative fashion. Part of the book, *American Me.*

249. ———. "The Pachuco Patois," **Common Ground,** Vol. 7 (Summer, 1947), pp. 77–84.

Excellent account of Pachucho origins, customs, language, and social problems. Extensive description of Pachuco slang.

250. ———. "The Things of Life," **Common Ground,** Vol. 8 (Summer, 1948), pp. 61–68.

Spanish-speaking juvenile delinquency in Los Angeles told in convincing narrative fashion.

251. ———. "Viva Roybal—Viva America," **Common Ground,** Vol. 10 (Autumn, 1949), pp. 61–70.

Mobilizing political action in Los Angeles to elect the first Spanish-name councilman since 1881. Contains a vivid, detailed description of the political situation with emphasis upon the organizational methods used in electing councilman Edward Roybal.

252. Guerra, Alfonso and Strom, Carl W. "U.S. and Mexico Reach Agreement on Agricultural Workers," **U.S. Department of State Bulletin,** Vol. 24 (February 19, 1951), p. 300.

A summary of a joint statement made by United States and Mexican commissions concerning the contracting of Mexican farm labor for work in the United States.

253. Guerra, E. L. "Orientation of Puerto Rican Students in New York City," **Modern Language Journal,** Vol. 32 (October, 1948), pp. 415–420.

Adapting education to needs of immigrant Puerto Ricans in New York. Cultural and social adjustment stressed as most important part of the program.

254. ———. "Role of the Teacher of Spanish in the Orientation of Non-English Speaking Pupils," **Hispania,** Vol. 32 (February, 1949), pp. 59–63.

Teaching the Anglo culture to Puerto Rican children in New York. Program procedure is outlined.

255. Hamill, Mary Henson. "Teaching the Foreign Beginner," **Texas Outlook,** Vol. 21 (June, 1937), pp. 38–39.

The author tells the way she considers best to teach English to foreign-born children. She suggests that non-English-speaking children should be segregated in the first grade, so that they will receive special care; by the second grade the child should be able to work with English-speaking groups.

256. Handman, Max S. "Economic Reasons for the Coming of the Mexican Immigrant," **American Journal of Sociology,** Vol. 25 (January, 1930), pp. 601–611.

Offers economic reasons why migration from Mexico has been possible: cotton requires hand labor; the increase in truck gardening; the shutdown of European immigration; migration of the Negro to the North; the 1910 revolution in Mexico; and inflation of farm values.

257. ———. "The Mexican Immigrant in Texas," **Proceedings, Conference of Social Work,** 1926, pp. 332–339.

258. ———. "San Antonio," **Survey,** Vol. 66 (May 1, 1931), pp. 163–166.

Tells how an American education increased the earning capacity of the Spanish-speaking people. Deals also with the effects of American life on the generation of Spanish-speaking people that has been born in the United States.

259. Harvey, L. F. "Delinquent Mexican Boy," **Journal of Educational Research,** Vol. 42 (April, 1949), pp. 573–585.

The author states that the Spanish-speaking delinquent is the product of a foreign-home background that produces a bilingual handicap. The economic status of the Spanish-speaking delinquent's family seems to be inferior to that of the American delinquent family.

260. Haught, B. F. "The Language Difficulty of Spanish-American Children," **Journal of Applied Psychology,** Vol. 15 (February, 1931), pp. 92–95.

Spanish-speaking Americans do school work that is very much inferior to that done by Anglo-

Americans. The reason according to the author: language difficulty.

261. Hawley, Florence and Senter, Donovan. "Group-Designed Behavior Patterns in Two Acculturating Groups," **Southwestern Journal of Anthropology,** Vol. 2 (Summer, 1946), pp. 133–151.

Excellent discussion concerning Latin Americans in the Southwest. Influences affecting the children of the Manito (Spanish-American) and of Keresan societies; their similarities and differences. One of the Manito's traits seems to be the lack of interest in formal education. The Keresan is interested in white education concentrated primarily on learning English and simple arithmetic to be used in trade with the whites.

262. Hedke, R. C. "Simpatico at Dowagiac," **Rotarian,** Vol. 68 (January, 1946), pp. 28–30.

Tells how the Rotary Club was a friend to the Mexican immigrant during the 1942-45 period when more than a million Mexicans entered the United States as a war manpower help from Mexico.

263. Hefferman, H. "Report of the Conference on the Education of Children of Seasonal Workers," **California Journal of Elementary Education,** Vol. 6–7 (February, 1939), pp. 181–192.

The conference gave attention to problems of providing labor for crops, housing in labor camps, health, social welfare, and education.

264. Herr, S. E. "Effect of Pre-First Grade Training Upon Reading Readiness and Reading Achievement Among Spanish-American Children," **Journal of Educational Psychology,** Vol. 37 (February, 1946), pp. 87–102.

The purpose of the study was to find the effect of a year of pre-first grade training upon the reading readiness and achievement of Spanish-speaking children in the first grade. It can be concluded from this study that the data justified the presentation of a pre-first grade reading readiness program to children below the normal age of school entrance.

265. Herriott, M. E. "Administrative Responsibility for Minorities," **California Journal of Secondary Education,** Vol. 18 (October, 1943), pp. 362–364.

The administrator of a school having a large enrollment of Spanish-speaking children has certain responsibilities. The first important step that the administrator himself should take is to define the attitudes which he and his school maintain toward these pupils.

266. Hickey, Margaret. "When Migrant Children Arrive, Volunteers are There to Help," **Ladies Home Journal,** Vol. 72 (January, 1955), p. 21.

An Illinois city operates a four-week summer school and clinic for children of migrant Mexican farm workers. Sponsored since 1948 by the American Association of University Women, workers conduct literacy and socialization classes in the local elementary school.

267. Hinga, D. "Rio Grande, River of Death," **Colliers,** Vol. 118 (August 17, 1946), pp. 24–26.

Deals with the economic problems of the Mexican immigrant.

268. Holbrook, Casey. "Pedro's Land," Compressed Air Magazine, Vol. 27 (November, 1942), pp. 6890–6894.

New Mexico's Spanish-speaking Americans.

269. Holland, B. F. and McDaniel, G. "Teaching Latin Americans to Read by Means of Visual Aids," **Texas Outlook,** Vol. 26 (July, 1942), pp. 20–22.

The subjects used in the experiment were 65 Spanish-speaking children who could not understand English. The experiment showed that the materials and visual instruction procedure employed in teaching the experimental group have superior merits to those generally employed in Texas schools.

270. Hons, R. "Visalia's Special Group Schools," **School Executive,** Vol. 73 (March, 1954), pp. 53–55.

The new Crowley school in Visalia, California, serves a growing Spanish-language district. An active council of citizens develop community projects correlated with the schools. Classes in American history and culture are offered to Spanish-speaking adults.

271. Hughes, Marie M. "Learning New Ways of Behaving," **Childhood Education,** Vol. 22 (November, 1945), pp. 125–131.

The author suggests what the teacher can do in guiding children toward improved standards and better behavior without building resentment and rejection of oneself, the school, and society.

272. Hughey, A. H. "Speaking English at School," **Texas Outlook,** Vol. 28 (November, 1944), p. 26.

Author states the school board approved the rule that English must be spoken by all students on the school grounds while schools are in session. But Spanish-speaking people will nullify the benefits of their American education by overlooking this rule and dropping back into their native language especially when outside the classroom. The author emphasizes that it is important that they understand that there is no prejudice against the Spanish language.

273. Humphrey, N. D. "Education and Language of Detriot Mexican," Journal of Educational Sociology, Vol. 17 (May, 1944), pp. 534–542.

Shows that the kind and amount of education which the Mexicans bring to this country are factors important in the cultural adjustment of the group. The slow absorption of English speech and the failure to acquire formal schooling in this country hinders the adjustment markedly.

274. ———. "Employment Patterns of Mexicans in Detroit, Monthly Labor Review, Vol. 61 (November, 1945), pp. 913–923.

States that the majority of Spanish-speaking people are employed in unskilled labor. Also tells how Spanish-speaking people were affected by the 1930 depression.

275. Hunter, Russell Vernon. "Latin American Art in the USA," Design, Vol. 44 (March, 1943), pp. 20–21.

276. Huser, C. W. "San Antonio Educates Little Mexico," Adult Education Bulletin, Vol. 3 (April, 1939), pp. 12–16.

277. Hutton, Eddie Ruth. "A Spanish-Social Studies Course for Spanish-Speaking Students in the Southwest," Modern Language Journal, Vol. 26 (March, 1942), pp. 183–184.

In the Phoenix Union High School, in Arizona, instead of boring the Mexican child with the first-year course in Spanish which he already knows when he enters school, a social-studies course was developed. Aims in this course were: to give a heterogenous group a feeling of belonging; to help overcome language handicaps; to relieve the boredom of the usual Spanish class; to provide pupils with information needed in guidance.

278. Hyland, E. D. "Using Music to Teach English to Spanish-Speaking Beginner," Texas Outlook, Vol. 29 (May, 1945), p. 30.

Author tells how songs and rhythms can be a great medium in overcoming the language difficulties of the Spanish-speaking child.

279. Inter-American. "A Mexican View of Race Relations," Vol. 2 (September, 1943), p. 38.

Author suggests that the Mexican government should choose consuls who see to it that Mexicans abroad raise their cultural level and that they enrich their technical knowledge which is indispensable to the improvement of their work. Author foresees that the race relations in the South, principally in Texas, can be bettered by a tenacious educational campaign.

280. ———. "No Mexican Allowed," Vol. 2 (September, 1943), p. 8.

Mexico refuses to send laborers to Texas. Mentions cases of racial prejudices.

281. ———. "On the Home Front," Vol. 2 (March, 1943), p. 44.

Ever on the alert to sabotage the Good Neighbor Policy, the Axis nations tirelessly pointed to the discriminatory treatment practiced against what is commonly referred to as the Spanish-speaking people of the USA.

282. ———. "Views of a Mexican Worker on His Return from the United States," Vol. 3 (February, 1944), p. 37.

The December 14, 1943, editorial of the Mexican Government daily, *El Nacional,* was devoted to discussion of an exclusive interview with a worker returned from the United States. This article summarizes the interview.

283. Issler, A. R. "Good Neighbors, Lend a Hand: Our Mexican Workers," Survey Graphic, Vol. 32 (October, 1943), pp. 389–394.

The story of the Mexican nationals on the farms of a California county during the 1943 harvest.

284. Jeidy, R. "First Grade Mexican-American Children in Ventura County," California Journal of Elementary Education, Vol. 15 (February, 1947), pp. 200–208.

Where segregation is not practiced the teachers are of the opinion that the foreign-language children learn English faster as they work with English-speaking children.

285. Johnson, D. "They Fenced Tolerance In," **Survey Graphic,** Vol. 36 (July, 1947), pp. 398–399.

Tells how school children led a California community into new paths of democracy and understanding.

286. Johnson, James Wood. "Spanish-America in the Southwest," **Travel,** Vol. 80 (November, 1942), pp. 13–17.

The Spanish-American in New Mexico.

287. Johnston, M. C. "Spanish for Spanish-Speaking Pupils," **Hispania,** Vol. 28 (February, 1945), pp. 132–134.

The children from Spanish-speaking homes should have an opportunity to learn to read and write their first language as well as to acquire proficiency in English. The teaching of Spanish to Spanish-speaking pupils requires different materials and methods.

288. Jones, H. J. "All-Mexican School," **Sierra Educational News,** Vol. 36 (November, 1940), p. 17.

289. Jones, R. C. "Ethnic Family Patterns: The Mexican Family in the United States," **American Journal of Sociology,** Vol. 53, No. 6 (May, 1948), p. 450.

The effect of economic insecurity and cultural and ethnic discrimination on family life.

290. ———. "Latin American Problem," **School and Society,** Vol. 58 (December 4, 1943), pp. 441–443.

Author indicates that practically all the studies which have been made of the Spanish-speaking people in the United States have been related to social problems.

291. ———. "Mexican-American Youth," **Sociology and Social Research,** Vol. 32, pp. 793, 797, 1948.

Educational systems need to be improved and strengthened in low-income areas such as those in which the great majority of Spanish-speaking people live.

292. Jones, Robert N. "Mexican Youth in the United States," **The American Teacher,** Vol. 28 (March, 1944), pp. 11–15.

One of the things that should be provided to the Spanish-speaking youth is better educational opportunity.

293. Joseph, G. I. "Pronunciation Errors in English of Latin-American Students," **Adult Education Bulletin,** Vol. 9 (June, 1945), pp. 146–149.

This article consists of a list of the usual English errors made by some Spanish-speaking students. Suggests how to help the students overcome the errors.

294. Kelley, E., and others. "Segregation of Mexican-American School Children in Southern California," **American Journal of Public Health,** Vol. 38 (January, 1948), pp. 30–35.

A description of the complex problem which the state of California is facing in preparing teachers and school administrators in the health field.

295. Kelley, Victory H. "Reading Abilities of Spanish and English-Speaking Pupils," **Journal of Educational Research,** Vol. 29 (November, 1935), pp. 209–211.

Bilingualism and its effects upon the reading aspects of language is a problem of vital significance to education in the Southwest.

296. ———. "Some Problems in the Education of the Spanish-Speaking Child in Arizona," **The Arizona Teacher,** Vol. 23 (February, 1935), pp. 182–186.

Location, type, and number of school buildings and the enrollment in rooms for Spanish-speaking pupils is complicated by the prejudice on the part of many Anglo-American parents.

297. Kibbe, Pauline R. "The American Standard for All Americans," **Common Ground,** Vol. 10 (Autumn, 1949), pp. 19–27.

Problems of wetbacks.

298. Kirk, William. "Cultural Conflict in Mexica Life," **Sociology and Research,** Vol. 15 (March–April, 1931), pp. 352–364.

Gives a good insight regarding the Mexican Indian.

299. Knox, Nancy C. "On Location," **New Mexico,** Vol. 20 (February, 1942), pp. 18–19.

Details of the filming of a movie about Spanish people of New Mexico for Office of Co-ordinator of Inter-American Affairs. The film was to show the New Mexican people, their customs, their crafts, and their value as American citizens.

300. Kuhns, L. "Music with Mexican Children," **Arizona Teacher-Parent,** Vol. 27 (April, 1939), pp. 237–239.

301. Laughlin, Ruth. "Coronado's Country and Its Children," **Survey Graphic,** Vol. 29 (May 1, 1940), pp. 276–282.

Tells how in New Mexico there has come to be an interweaving of three peoples, the Indians, the Spanish and the Anglos; and how even since 400 years have passed they still live side by side as distinct units.

302. Law, William. "Problems for the Migratory Student," **California Journal of Secondary Education,** Vol. 14 (March, 1939), pp. 170–173.

The problems confronting the migrant children are: poor housing, malnutrition, inferiority complex, inability to adjust socially, mental retardation due to environment, the impossible task of selecting subjects which can be followed through all of the schools attended.

303. Leibson, Art. "The Wetback Invasion," **Common Ground,** Vol. 10 (Autumn, 1949), pp. 11–19.

"The undesirable visitors from below the border who come for a season and stay to become a tax burden."

304. Life. "Texas Entry," Vol. 25 (November 1, 1958), p. 44.

High wages lure Mexicans across the Rio Grande.

305. ————. "Wetbacks Swarm In," Vol. 30 (May 21, 1951), pp. 33–37.

Mexicans disrupt border economy by coming over for low wages.

306. Livsey, Rosemary, et al. "Mariana," **Elementary English Review,** Vol. 6–7 (December, 1929), pp. 261–263, 269–272.

Author suggests how the librarian can help children from foreign-language homes in the selection of books.

307. Loeffler, H. W. "San Antonio's Mexican Child," **Texas Outlook,** Vol. 29 (March, 1945), p. 28.

The interest and willingness on part of the Spanish-speaking children to be in school, together with progress shown by school tests returns, gives ample assurance that he is happy and on the educational road to good citizenship.

308. Loomis, Charles P. "Wartime Migration from the Rural Spanish-Speaking Villages of New Mexico," **Rural Sociology,** Vol. 7 (December, 1942), pp. 384–395.

Between 1939 and September 1942 there was a decrease of almost half the number of men and boys of 15 to 65 years of age in 24 Spanish-speaking villages in New Mexico counties. Farmers and ranchers who customarily depend upon these people as a source of labor supply must now seek other means of getting much of their work done.

309. Luevansos, E. D. "Mexican Neighbors," **Hispania,** Vol. 29 (August, 1946), pp. 413–415.

Recounts successful experiment on intellectual cooperation with Mexican neighborrs.

310. Lynn, K. "Bilingualism in the Southwest," **Quarterly Journal of Speech,** Vol. 31 (April, 1945), pp. 175–180.

In the Southwest the most challenging problem to the educator in general and to the speech teacher in particular is bilingualism.

311. McCammon, E. L. "A Study of Children's Attitudes Towards Mexicans," **California Journal of Elementary Education,** Vol. 5 (November, 1936), pp. 119–128.

A high percentage of the attitudes of the children reported in this study were unfavorable toward Spanish-speaking people because of the books they read about them, but acquaintance with Spanish-speaking people is conducive to a favorable attitude.

312. McCuistion, Fred. "Education of Minority and Special Groups in Rural Areas," **Proceedings, White House Conference on Rural Education, 1944,** pp. 172–180.

313. McCully, John. "The Spanish-Speaking: North from the Rio Grande," **Reporter,** December 26, 1950, 4 pp.

A summary of problems of migratory workers, wetbacks, and segregation. Good line-drawing illustrations.

314. McGorray, W. E. "Needs of a Mexican Community," **California Journal of Secondary Education**, Vol. 18 (October, 1943), pp. 349–350.

What one school has done to adapt its program to the needs of the Spanish-speaking boys who compose the biggest part of its student body and to the adult Spanish-speaking population of the community is portrayed in this article.

315. **McLean, Robert N.** "Goodbye, Vicente!", **The Survey**, Vol. 66 (May 1, 1931), pp. 182–183.

Tells why the Mexican aliens are returning to their homes.

316. ————. "Mexican Workers in the United States," **National Conference of Social Work, Proceedings**, 1929 (Chicago: University of Chicago Press, 1930), pp. 531–538.

317. **McWilliams, Carey.** "America's Disadvantaged Minorities: Mexican-Americans," **Journal of Negro Education**, Vol. 20, No. 3 (1951), pp. 301–309.

Although a wide variation in conditions may be found among the heterogeneous Spanish-speaking group in the long stretch from Los Angeles to Brownsville, nevertheless the bond that unites the people is the similarity of conditions imposed upon them by the pattern of Anglo-Hispano relations.

318. ————. "California and the Wetback," **Common Ground**, Vol. 9 (Summer, 1949), pp. 15–20.

319. ————. "The Forgotten Mexican," **Common Ground**, Vol. 3 (Spring, 1943, pp. 65–78.

Neglect of the Mexican-American in the Southwest. A condensation of a chapter in *Brothers Under the Skin*. A fine article in which the author emphasizes some of the special problems that have arisen in connection with Mexican immigration.

320. ————. "Is Your Name Gonzales?", **Nation**, Vol. 164 (March 15, 1947), pp. 302–304.

Article about the Westminster (*Mendez*) case which has historical and social significance because of the McCormick decision on the problem of segregation.

321. ————. "Los Angeles Pachuco Gangs," **New Republic**, Vol. 108, (January 18, 1943), pp. 76–77.

For at least 25 years, social investigators have repeatedly warned the County of Los Angeles about the disadvantaged position of its Mexican population; but the community saw fit to ignore these warnings until the war, when Spanish-speaking youngsters began to organize in gangs.

322. ————. "The Mexican Problem," **Common Ground**, Vol. 8 (Spring 1948), pp. 3–17.

The author points out the importance of the second generation of Spanish-speaking people.

323. ————. "Mexicans to Michigan," **Common Ground**, Vol. 2 (Autumn, 1941), pp. 5–18.

Problems of the Spanish-speaking laborers that, in the spring, go to work to the northern sugar-beet areas.

324. ————. "Migrants: Inquiry or Inquest?," **Nation**, Vol. 171 (September 30, 1950), pp. 286–287.

Within a decade the major farm tasks now done by migratory labor will probably all be mechanized.

325. ————. "Nervous Los Angeles," **Nation**, Vol. 170 (June 10, 1950), pp. 570–571.

Los Angeles launches another crusade against Mexican-American delinquents.

326. ————. "Tears for José Dávila," **Nation**, Vol. 159 (December 2, 1944), p. 687.

Editor of small newspaper calls attention to abuses suffered by migrant Mexican workers in Michigan.

327. ————. "They Saved the Crops," **Inter-American**, Vol. 2 (August, 1943), pp. 10–14.

An experiment with migratory labor from Mexico. Mexicans helped to solve the United States manpower shortage in agriculture.

328. ————. "Zoot Suit Riots," **New Republic**, Vol. 108 (June 21, 1943), pp. 818–820.

The responsibilities for the outbreaks of riots in Los Angeles must be placed upon the Los Angeles press and Los Angeles city policy.

329. **Mahakian, Charles.** "Measuring Intelligence and Reading Capacity of Spanish-Speaking Children," **The Elementary School Journal**, Vol. 39 (June, 1939), pp. 760–768.

As means of solving some of the problems faced by the administrator and faculty of the Tompkins School a special testing program was developed, the purposes of which were: to determine the validity of intelligence tests administered in English to Spanish-speaking children and to find the grade in which English becomes the dominant language.

330. Manuel, Herschel T. **"Bilingualism: the Measurement of Ability in Two Languages," Texas Journal of Science, Vol. 4, No. 4 (December 30, 1952), pp. 490–493.**

Narrative and analysis of the development and meaning of the cooperative Inter-American Tests, as parallel tests of achievement, in English and Spanish, in Puerto Rico.

331. ————. "A Comparison of Spanish and English-Reading and Arithmetic," Journal of Applied Psychology, Vol. 19 (April, 1935), pp. 189–202.

The new Stanford Reading and Arithmetic Tests were given to Spanish-speaking children and English-speaking children in a number of schools of the Lower Rio Grande Valley.

332. ————. "The Educational Problem Presented by the Spanish-Speaking Child of the Southwest," School and Society, Vol. 40 (November 24, 1934), pp. 692–695.

Author says it would be better to drop Americanization from our vocabulary and simply give more attention to providing an educational opportunity for minorities suited to their individual and social needs.

333. ————. "The Intelligence and Drawing Ability of Young Mexican Children," Journal of Applied Psychology, Vol. 16 (August, 1932), pp. 382–387.

The belief among many observers that Spanish-speaking children are gifted in drawing and handwork is not supported by a comparison of the scores at any age level.

334. ————. "The Mexican Child in Texas," Southwest Review, Vol. 17 (1932), pp. 290–302.

335. ————. "The Mexican Population of Texas," Southwest Review, Vol. 17 (1932), pp. 290–302.

336. ————. "Spanish and English Editions of the Stanford-Binet in Relation to the Abilities of Mexican Children," The University of Texas Bulletin, Vol. 3532 (Austin: The University of Texas, August 22, 1935).

337. ————. "The Spanish-Speaking Child," The Texas Outlook, Vol. 14 (January, 1930), p. 21.

There are school districts in Texas in which no provision whatever is made for the public education of Spanish-speaking children. Thousands of Spanish-speaking children have been living on a low plane simply because they have no opportunity to do or to be anything different.

338. Manuel, H. T. and Rather, Aline. "That One Talent," The Nation's Schools, Vol. 2 (November, 1928), pp. 27–33.

This is the first of a series of articles dealing with special ability in visual art.

339. Manuel, H. T. and Wright, Carrie. "The Language Difficulty of Mexican Children," Pedagogical Seminary and Journal of Genetic Psychology, Vol. 36 (September, 1929), pp. 458–466.

The problem of the language handicap of pupils from Spanish-speaking homes has been approached from a new point of view. Two forms of a well standardized test of reading have been translated from English into Spanish.

340. Martindale, Genevive. "Teaching English to Mexican Boys," Elementary English Review, Vol. 607 (December, 1929), pp. 276–278.

The main purpose for this teacher while teaching English to foreign children was to establish habits of hearing, thinking, and expression.

341. Martinez, Paul G. "Teaching English to Spanish-Speaking American Children in New Mexico," New Mexico School Review, Vol. 13 (September, 1933), pp. 22–23.

342. Masters, Charlie. "Citizen Martinez," Arizona Quarterly, Vol. 7 (Autumn, 1951), pp. 209–224.

A Mexican tries for citizenship. A fine short story about Pedro Martinez, a Mexican carpenter, and the struggles he went through to pass the citizenship examination.

343. Mercer, O. R. "The Non-English-

Speaking Learn Our Language," **Instructor,** Vol. 53 (November, 1943), p. 14.

The article suggests ways of dealing with exceptional children.

344. Meriam, Junius L. "An Activity Curriculum in a School of Mexican Children," **Journal of Experimental Education,** Vol. 1 (June, 1953), pp. 304–308.

The result of this experiment was a highly satisfactory achievement in terms of the 3 R's. Figures indicated that foreign-tongued children are close to the norm in American schools in the 3 R's.

345. ————. "Play and the English Language for Foreign Children," **Journal of Educational Sociology,** Vol. 4 (November, 1930), pp. 129–133.

Direct participation in the activities of American children is urged for teaching English to the foreign born.

346. Merrill, J. V. and Lesniak, J. B. "From Prejudice to Straight Thinking in the Fourth Grade," **National Elementary Principal,** Vol. 26 (September, 1946), pp. 160–164.

The fourth-grade children were asked to state their opinion about the Spanish-speaking people. Later they were asked to obtain information from reliable sources and not hearsay, and to state their revised opinions.

347. Midwest Educators' Conference Against Discrimination. "Recommendations of the Midwest Educators' Conference Against Discrimination," **School and Society,** Vol. 77 (January 17, 1953), p. 43.

The major measures recommended by the Second Annual Educators' Conference (November, 1952) are reported in this Article.

348. Miller, E. and Butter, W. F. "Building a Community School," **California Journal of Elementary Education,** Vol. 22 (November, 1953), pp. 81–87.

This story of a town, its people, and their school shows how a community can plan its future. It shows how the various members of the community can work to translate the principle of democratic living into reality.

349. Miller, W. "Latin-American Child and Music," **Texas Outlook,** Vol. 31 October, 1947), p. 26.

Music may be used as a motivating force in teaching other subjects, especially English. The music, singing games and dances of Spanish-speaking people should be used along with ours.

350. Milor, J. H. "Good Neighborliness Begins at Home," **Survey Graphic,** Vol. 31 (December, 1942), p. 589.

All persons should have an equal chance for development and self-realization.

351. ————. "Problems of a Junior High for Mexicans," **California Journal of Secondary Education,** Vol. 16 (December, 1941), pp. 482–484

One of the greatest problems is that of getting Spanish-speaking students to use the English language.

352. Mitchell, H. L. "Blood on the Fruit," **American Federationist,** Vol. 55 (June, 1948), pp. 4–5.

Farm Laborer Union called a strike. One farmer wanted to import Mexican nationals. Farm Laborers Union called this "International cooperation for union-busting and the lowering of labor standards."

353. Monthly Labor Review. "Rules for Admission of Mexican Workers as Railroad Track Laborers," Vol. 57 (August, 1943), pp. 240–241.

354. Moore, W. E. "America's Migration Treaties During World War II," **Annals of the American Academy of Political and Social Science,** Vol. 262 (March, 1949), pp. 31–38.

355. Moran, Agnes B. "The Intensive vs. the Incidental Method of Acquiring a Vocabulary," **English Journal,** Vol. 20 (September, 1931), pp. 585–586.

The incidental method of vocabulary building is no doubt suitable for the American child, but it is not successful with the foreign child who in most cases has no opportunity to use or acquire English words except in school.

356. Morrissey, P. "Good Morning, Don Patricio!", **Catholic World,** Vol. 151 (June, 1940), pp. 351–354.

Blind persons teach other persons.

357. Mura, E. "Learning English as a Second Language," **Journal of Educational Sociology,** Vol. 28 (December, 1954), pp. 181–192.

This paper reports some observations made of children, aged 3 to 8, learning English; these children were born either in New York of Puerto Rican parents or reached New York by the time they were of school age.

358. Murphy, L. F. "Experiments in Americanization," The Texas Outlook, Vol. 23 (November, 1939), pp. 23–24.

Children were asked to speak English at home. Emphasis was put on the observation of American holidays with special programs. The school paper was sent to Spanish-speaking homes where English was spoken. Children were asked to participate in the school's exhibits.

359. Myers, David. "More Reports of California Farm Labor," The American Child, Vol. 32 (May, 1950), pp. 1–4.

Migrant workers say that, with the pay for adults so low, it is necessary for family survival to get all the members possible into the field when there is work, taking their children out of school.

360. Nation, The. "Although Your Name May Be Gonzales," Vol. 164 (May 3, 1947), p. 503.

Reports that California will no longer be able to segregate children in the public schools. Cites Federal Court decision.

361. ————. "Wetback Invasion in Texas," Vol. 169 (August 20, 1949), p. 168.

There is no single, easily formulated solution to the problem of wetback immigration.

362. ————. "Wetbacks, Cotton, and Korea," Vol. 172 (May 5, 1951), p. 408.

The Korean crisis forced an "awareness" of the wetback problem, not as a picture upon phase of life along the border, but as a complex and critical issue of international importance.

363. Neal, Elma A. "Adapting the Curriculum to Non-English Speaking Children," Elementary English Review, Vol. 6–7 (September, 1929), pp. 183–185. 185.

Teachers made possible the adjustment of the curriculum to the non-English speaking children.

364. Netzer, H. E. "Teaching Mexican Children in the First Grade," Modern Language Journal, Vol. 25 (January, 1941), pp. 322–325.

Teaching Spanish-speaking children in Texas the rudiments of English is much like teaching Americans a foreign language and requires similar training.

365. Newcomb, W. Fred. "Caring for Children of Seasonal Workers in Ventura County Schools," California Journal of Elementary Education, Vol. 6 (August, 1937), pp. 54–59.

A survey was made to learn methods and plans of instruction pursued by teachers of migratory classes. Returns showed a broad appreciation by teachers for the migrant children's situation and definite evidence that instruction and materials are adjusted to the children's needs and capacities in those temporary classes.

366. New Mexico Quarterly Review. "The School for the Rio Grande," A Symposium, Vol. 12 (August, 1942), pp. 295–300.

The results of a conference, "Schools for the Rio Grande," which emphasized cultural relations in New Mexico.

367. New Republic. "No Discrimination," Vol. 120 (May 2, 1949), p. 7.

Bill introduced to abolish Texas Good Neighbor Commission as a result of discrimination case involving a Spanish-speaking veteran.

368. Newsweek. "Mexican Exodus," Vol. 14 (July 31, 1939), p. 11.

President Lázaro Cárdenas sent his Under-Secretary of State to the United States to arrange for the return of a total of 1,400,000 Mexicans.

369. ————. "Mexican Wetbacks," Vol. 32 (October 25, 1948), p. 80.

With thousands of acres of crops awaiting harvest, United States immigration officials in El Paso for the first time in border history dropped the bars completely.

370. ————. "New Deal for Braceros," Vol. 37 (February 19, 1950), p. 44.

Braceros in Texas.

371. ————. "Wetbacks," Vol. 27 (March 11, 1946), p. 70.

The wetback lives on his meager earning of $2 a day.

372. ————. "Wetbacks in the River," Vol. 34 (September 12, 1949), p. 22.

Immigration officers' opinion of wetbacks. Most wetbacks were ignorant and knew little and cared less about immigration rules.

373. ———. "Zoot Suits and Service Stripes: Race Tensions Behind the Riots," Vol. 21 (June 21, 1943), pp. 35–36.

Service men doing battle against young Spanish-speaking civilians called Pachucos.

374. Nolan, H. J. "Lesson in Hospitality," **Inter-American,** Vol. 4 (July, 1945), p. 37.

A group of Spanish-speaking railroad workers in a small town near Corning, New York. The community arranged for lessons in English.

375. Nordyke, L. "Texas Cleans Up a Mess," **Saturday Evening Post,** Vol. 219 (July 27, 1946), pp. 26–27.

In 1944, the Extension Service of Texas A&M College, as a part of the seven-million-dollar-a-year, wartime, national farm-labor program, set out to improve working conditions and farmer-worker relations.

376. Ornstein, J. "Archaic and the Modern in the Spanish of New Mexico," **Hispania,** Vol. 34 (May, 1951), pp. 137–142.

The author points out the difference between Spanish spoken in northern and southern New Mexico; the pachuco speech and the role it will play in the development of vernacular Spanish in the Southwest. Author also points out words which he calls New Mexicanisms.

377. Otero, Adelina. "My People," **The Survey,** Vol. 66 (May 1, 1931), pp. 145–148.

The author proposes the inclusion of the old arts (such as dyeing and blanket weaving) in the rural school curriculum, to perpetuate something of lasting educational value for other people.

378. El Palacio. "Spanish-American Baptismal Customs," Vol. 49 (March, 1942), pp. 59–61.

A brief description of customs pertaining to the ceremony of baptism of a Spanish-American infant.

379. ———. "Spanish-American Wedding Customs," Vol. 49 (January, 1942), pp. 1–6.

The description of a Spanish-American wedding in Union County, New Mexico.

380. Journal of Abnormal and Social Psychology. "Factors Affecting the Intelligence of American Children of Mexican Parentage," Vol. 46 (October, 1951), pp. 598–602.

381. Payne, R. "Learning to Say Good Morning as Well as 'Buenos Dias,'" **N.E.A. Journal,** Vol. 41 (March, 1952), p. 165.

How English is taught to Spanish-speaking school children in Del Norte, Colorado.

382. Pearce, T. M. "The Bad Son (El Mal Hijo) in Southwestern Spanish Folklore," **California Folklore Quarterly,** Vol. 9 (October, 1950), pp. 295–301.

A discussion of stories in Southwestern Spanish folklore regarding curses on disobedient sons who become physically handicapped as a result of their wrongdoings.

383. Peck, L. and Hodges, A. M. "A Study of Racial Differences in Eidetic Imagery of Preschool Children," **Journal of Genetic Psychology,** Vols. 50–51 (September, 1937), pp. 141–161.

An investigation of the incidence and quality of visual eidetic images among white, Negro, and Spanish-speaking preschool subjects.

384. Perry, G. S. "The Gonzaleses of San Antonio," **Saturday Evening Post,** Vol. 221 (October 2, 1948), pp. 24–25, 51, 53.

An account of the life of a Spanish-speaking family in San Antonio. One of a series of articles on minorities in America.

385. Peters, LeRoy S. "New Mexico Medicine," **New Mexico Quarterly Review,** Vol. 11 (August, 1941), pp. 322–329.

Progress and shortcomings in medical care affecting the lives of the citizens of New Mexico.

386. Phillips, L. H. "Segregation in Education," **Phylon,** Vol. 10 (fourth quarter, 1949), pp. 407–413.

Progressive court decisions against segregation in education.

387. Pillsbury, Dorothy L. "Adobe Alphabet," **Common Ground,** Vol. 7 (Autumn, 1946), pp. 82–87.

The contribution of the government worker to the welfare of the rural inhabitant of New Mexico.

388. ———. "Adobe Christmas," Com-

mon Ground, Vol. 4 (Autumn, 1943), pp. 22–25.

The celebration of Christmas in a small New Mexico town in which Pueblo Indians, Spanish-Americans, and Anglos live together.

389. ———, "Adobe Grace," **Common Ground,** Vol. 5 (Summer, 1945), pp. 48–52.

The easy-going life of the Spanish-American in New Mexico.

390. ———, "Adobe Pay Checks," **Common Ground,** Vol. 5 (Winter, 1945), pp. 87–91.

Improved attitude towards the pay scale of Spanish-speaking labor as a result of conditions caused by World War II.

391. ———, "Adobe Village," **Common Ground,** Vol. 4 (Summer, 1944), pp. 38–43.

The need for progressive measures to be taken in regard to health, education, and community improvement of the adobe village.

392. ———, "Ancient Adobe Soil," **Common Ground,** Vol. 3 (Summer, 1943), pp. 44–48.

A discussion of life in Santa Fe, New Mexico.

393. Pinter, Rudolph. "The Influence of Language Background on Intelligence Tests," **Journal of Social Psychology,** Vol. 3 (May, 1932), pp. 235–240.

An article dealing with the influence of language background on intelligence tests by a comparison of the scores on two tests made by children from English-speaking homes and from non-English-speaking homes.

394. Pooler, Lolita H. "New Mexican Folk Tales," **California Folklore Quarterly,** Vol. 10 (January, 1951), pp. 63–71.

New Mexican folk stories which stress moral principles.

395. ———, "Three Spanish Folk Tales," **New Mexico Folklore Record,** Vol. 4 (1949–1950), pp. 20–22.

396. Potter, G. L. "Specific Suggestions for the Organization of Instruction Emergency Schools," **California Journal of Elementary Education,** Vol. 7 (February, 1939), pp. 138–143.

Suggestions as to the school program improvement to meet the needs of the children of seasonal workers.

397. Prado, E. L. "Sinarquismo in the United States," **New Republic,** Vol. 109 (July 26, 1943), pp. 97–102.

Organized anti-American influences among Spanish-speaking people in the United States.

398. Purwin, L. "An Old Street in a New World," **Educational Forum,** Vol. 7 (January, 1943), pp. 145–148.

Spanish influences in Los Angeles as viewed by two Spanish-speaking newcomers, who feel at home upon noticing the fusion of Spanish and American Cultures.

399. Radtke, T. J. "His Name is Gonzales," **National Catholic Magazine,** July and August, 1950.

Migratory workers.

400. Rael, Juan B. "Cuentos Españoles de Colorado y de Nuevo Méjico, Primera Serie," **Journal of American Folklore,** Vol. 52 (July-December, 1939), pp. 232–323.

A collection of forty-seven short stories of the Spanish-speaking people of Colorado and New Mexico.

401. ———, "Cuentos Españoles de Colorado y de Méjico, Segunda Serie," **Journal of American Folklore,** Vol. 55, pp. 3–93.

A collection of sixty-three short stories of the Spanish-speaking people of Colorado and New Mexico.

402. ———, "New Mexican Spanish Feasts," **California Folklore Quarterly,** Vol. 1 (January, 1942), pp. 83–90.

403. Ramson, H. M. "Manitos and Their Language," **Hispania,** Vol. 36 (August, 1953), pp. 310–313.

Peculiarities of the Spanish language as it is spoken in New Mexico.

404. Rebolledo, Antonio. "Objectives of the New Mexico Spanish Research Projects," **New Mexico Quarterly Review,** Vol. 12 (February, 1942), pp. 25–30.

The value of the use of the Spanish language in the elementary schools of New Mexico.

405. Reeve, Frank D. "New Mexico: Yesterday and Today," **New Mexico Quarterly Review**, Vol. 16 (Summer, 1946), pp. 133–152.

406. Rice, R. C. "Intergroup Relations in Arizona," **Journal of Educational Sociology**, Vol. 21 (December, 1947), pp. 243–249.

A study of inter-racial relationships in the public school system of Arizona.

407. Richey, Herman G. "Educational Status of Important Population Groups between the First and Second World War," **School Review**, Vol. 57 (January and February, 1949), pp. 16–27, 89–100.

This study investigates (1) the extent to which the more important population groups differed among themselves both at the beginning and at the end of the first and second world war; (2) the extent to which the various groups shared the general gain resulting from increased enrollment.

408. Robb, J. D. "The Sources of a New Mexican Folksong," **New Mexico Folklore Record**, Vol. 5 (1950–1951), pp. 9–16.

409. Roca, P. "Problems of Adapting Intelligence Scales from One Culture to Another," **High School Journal**, Vol. 38 (January, 1955), pp. 124–131.

This article deals with the problem of the translation and adapting for use in schools in Puerto Rico of the following intelligence tests: Weschler Intelligence Scale, Stanford-Binet and the Boodenough Intelligence Test.

410. Rodriguez, J. A. "Are Bilingual Children Able to Think in Either Language with Facility and Accuracy?," **Bulletin of Department of Elementary Principals**, Vol. 10 (January, 1931), pp. 98–101.

411. Rogde, Margaret. "Learning to Speak English in the First Grade," **Texas Outlook**, Vol. 22 (September, 1938), pp. 40–41.

Lists helpful methods for teaching Spanish-speaking children the English language in the first grade.

412. Rojas, P. M. "Reading Materials for Bilingual Children," **Elementary School Journal**, Vol. 47 (December, 1946), pp. 204–211.

A study of reading materials in use for bilingual children with suggestions offered in regard to the preparation of the materials.

413. Rowan, B. and others. "Teaching of Bilingual Children," **Education**, Vol. 70 (March, 1950), pp. 423–426.

A discussion of methods of teaching bilingual children with an examination of the city school system of Carlsbad, New Mexico.

414. Rowell, Chester H. "Why Make Mexico an Exception," **Survey**, Vol. 66 (May 1, 1931), p. 180.

An article expressing the belief that Mexican immigration should be more selective.

415. Russell, D. "Problems of Mexican Children in the Southwest," **Journal of Educational Sociology**, Vol. 17 (December, 1943), pp. 216–222.

Problems and characteristic traits of Spanish-speaking persons and their children in the Southwest.

416. Russell, Janet. "Fusing Two Cultures," **New Mexico School Review**, Vol. 28 (January, 1949), pp. 8–9.

School problems in bilingual communities.

417. ————. "Pan-America — the Road to Understanding," **New Mexico School Review**, Vol. 27 (May, 1948), p. 8.

Intercultural activities in Deming, New Mexico schools.

418. Saenz, O. L. "Good Will Toward Men," **Texas Outlook**, Vol. 34 (December, 1950), pp. 21–22.

A plea for the removal of racial, religious, and social barriers among Spanish-speaking persons and Anglo-Americans, which will solve language problems within the public schools as both groups intermingle.

419. Sanchez, G. I. "Bilingualism and Mental Measures," **Journal of Applied Psychology**, Vol. 16 (October, 1932), pp. 549–558.

A caution in regard to judging the validity of mental tests given to students who are bilinguals.

420. ————. "The Crux of the Dual Language Handicap," **New Mexico School Review**, March, 1954, pp. 13–15, 38.

Fallacies about bilingualism are analyzed. The basic handicap is lack of skill in any language.

421. ————. "Group Differences and Spanish-Speaking Children. A Critical Review," **Journal of Applied Psychology**, Vol. 16 (October, 1932), pp. 549–558.

The influence of heredity, environment, and language on test scores of Spanish-speaking children.

422. ————. "The Implication of a Basal Vocabulary to the Measurement of the Abilities of Bilingual Children," **Journal of Social Psychology**, Vol. 5 (August, 1934), pp. 395–402.

The importance of a basic vocabulary for Spanish-speaking children in academic progress.

423. ————. "Inter-American Education, Some Problems and an Opportunity," **Phi Delta Kappan**, November, 1941, pp. 98–99.

Purposes should be re-defined and the United States should offer certain kinds of assistance for international cooperation in education.

424. ————. "New Mexicans and Acculturation," **New Mexico Quarterly Review**, Vol. 2 (February, 1941), pp. 61–68.

The necessity of educational reform measures regarding the proper acculturation of the New Mexican.

425. ————. "North of the Border," **Proceedings and Transactions of the Texas Academy of Science**, The Academy, August, 1942, pp. 77–85.

426. ————. "Pachucos in the Making," **Common Ground**, Vol. 4 (Autumn, 1943), pp. 13–50.

427. ————. "Scores of Spanish-Speaking Children on Repeated Tests," **Journal of Genetic Psychology**, Vol. 40 (March, 1932), pp. 222–231.

A study of the changes in the scores of tests given Spanish-speaking children at designated time intervals.

428. ————. "Spanish-Speaking People in the Southwest—A Brief Historical Review," **California Journal of Elementary Education**, Vol. 22 (November, 1953), pp. 106–111.

A brief history of the acculturation of Spanish-speaking people in the Southwest from the year 1598 until the present.

429. ————. "Spanish-Speaking People in the United States, Information for Speakers," in **Race Relations Sunday Packet** for February 9, 1947. The Federal Council of Churches of Christ in America, December, 1946, pp. 6–7.

430. ————. "The State Public School Equalization Fund in Law and Practice," **New Mexico Business Review**, Vol. 8, pp. 11–20.

431. Sanchez, George I. and **Saunders, Lyle.** "Wetbacks, a Preliminary Report to the Advisory Committee Study of Spanish-Speaking People," **Building America**, Vol. 8, No. 5. Americana Corporation, New York, 1949.

Two documents and an introduction that are presented for the purpose of giving a quick overview of the wetback situation and its relation to other social problems in Texas.

432. Saunders, Lyle. "The Education of Spanish-Americans," **Colorado School Journal**, Vol. 60 (January, 1945), pp. 12–15.

433. Scholastic. "Wetback Invasion," Vol. 60 (February 20, 1952), p. 12.

434. School Life. "Pablo is a Migrant," Vol. 35 (January, 1953), pp. 56–58.

The need for a thorough education of the children of migrants by means of federal and state supervision.

435. School Review. "Special Classes Meet Need of the Spanish-Speaking Pupils of One High School," Vol. 48 (June, 1940), p. 407.

Segregated classes for Spanish-speaking students at Union High School, Colton, California.

436. School and Society. "Education for Spanish-American Children in San Antonio, Texas," Vol. 50 (December, 1939), p. 824.

Progress made in the education of Spanish-speaking children in San Antonio initiated by the assistant superintendent of schools.

437. Schorr, Daniel L. "Reconverting Mexican Americans," **New Republic**, Vol. 115 (September 30, 1946), pp. 412–413.

Problems of adjustment between Anglo-Americans and Spanish-speaking people in San Antonio and South Texas.

438. Science Digest. "Pachuco: Secret Language," Vol. 28 (October, 1950), pp. 47–48.

The language and social traits of the Pachuco in cities of the Southwest. Youths of this group affect a carefree, irresponsible way of living.

439. Seman, P. L. "Padua Hills Theater in Action," **Recreation,** Vol. 41 (May, 1947), pp. 74–75.

The preservation of the culture of the Spanish-speaking people by a community theater near Los Angeles.

440. Senter, Donovan. "Witches and Psychiatrists," **Psychiatry,** Journal of the Biology and Pathology of Interpersonal Relations, Vol. 10 (February, 1947), pp. 48–56.

441. Senter, Donovan and Hawley, Florence. "The Grammar School as the Basic Acculturating Influence for Native New Mexicans," **Social Forces,** Vol. 24 (May, 1946), pp. 398–407.

Recommendations for hastening the acculturation of the Spanish-American children through the grammar school.

442. Shaftek, G. A. "The Needs and Anxieties of Spanish-Speaking Students," **California Journal of Secondary Education,** Vol. 28 (March, 1953), pp. 160–170.

Efforts to remove prejudice among Spanish-speaking people and Anglo-Americans in one of the secondary schools in Southern California. The need to achieve and belong, as felt by Spanish-speaking students.

443. Shaw, A. I. "English for Students from Non-English-Speaking Lands," **Teacher's College Record,** Vol. 39 (October, 1937), pp. 51–54.

Description of a course of study instituted in Teacher's College, Columbia University for foreign students who need a better command of the English language.

444. Sheldon, W. H. "The Intelligence of Mexican School Children," **School and Society,** Vol. 19 (February 2, 1924), pp. 139–142.

A comparison of differences in "racial" intelligence.

445. Simpson, R. E. "Migrant Children—Fresno County Conducts a Significant Project," **California Teacher's Association Journal,** Vol. 50 (January, 1954), pp. 26, 27.

An enlightening study of improved education for migrant children in Fresno County, California.

446. Smith, Frank. "Bilingualism and Mental Development," **British Journal of Psychology,** Vol. 13 (1921–1923), pp. 271–282.

A psychological study of the disadvantages of bilingualism.

447. Society for Curriculum Study. "Our Minority Groups: Spanish-Speaking People," **Building America,** Vol. 8, No. 5. Americana Corporation, New York.

An old (1940) report, but one that is well written, illustrated (photos) and documented. Includes history, characteristics, and present status (1940) of the Spanish-speaking minority in the United States.

448. Steubner, Josephine. "Racial Differences in Reading Achievement," **Texas Outlook,** Vol. 24 (January, 1940), p. 32.

A study in the reading achievement of Spanish-speaking pupils and English-speaking pupils as determined by test scores in the El Paso public schools.

449. Stevenson, Emma Reh. "The Emigrant Comes Home," **The Survey,** Vol. 66 (May, 1931), pp. 175–177.

The effect of American life on Mexican workers who returned to Mexico because of the depression in the United States.

450. Stigler, W. A. "The Lost Legion," **El Paso Schools Standard,** Vol. 1 1(September, 1931), pp. 3–5.

451. Stillwell, H. "Portrait of the Magic Valley," **New Republic,** Vol. 116 (April 7, 1947), pp. 14–17.

The condition of the Spanish-speaking worker in the Rio Grande Valley of Texas.

452. ————————. "The Wetback Tide," **Common Ground,** Vol. 9 (Summer, 1949), pp. 3–14.

How the infiltration of the wetback into the United States has created new problems, which are being solved as time progresses.

453. Stolz, A. and Manuel, H. T. "The Art Ability of Mexican Children," **School and Society,** Vol. 34 (September 12, 1931), pp. 379–380.

A brief study of the art ability of Spanish-speaking children based on the Meier-Seashore Art Judgment Test and the McAdory Art Test.

454. Strickland, V. E. and Sanchez, G. I. "Spanish Name Spells Discrimination," **Nation's Schools,** Vol. 41 (January, 1948), pp. 22–24.

A survey of ten Texas schools revealing the faults of the schools in which segregation exists.

455. Suárez, Mario. "Mexican Heaven," **Arizona Quarterly,** Vol. 6 (Winter, 1950), pp. 310–315.

The story of a loyal priest who comforts a dying man with encouraging words concerning the life after death.

456. Survey. "Texas Case," Vol. 83 (January, 1947), p. 180.

Texas student Herman Sweatt, who was engaged in a court battle to gain admittance to the law school of the state university, lost his case in the lower courts. Mr. Sweatt, a Negro, broke new ground by resting his case on the argument that segregation in public schools constitutes a violation of the federal Constitution.

457. Sutherland, T. S. "Texas Tackles the Race Problem," **Saturday Evening Post,** Vol. 224 (January 12, 1952), pp. 22, 23, 64, 66.

The improvement of the status of the Spanish-speaking people in Texas. Cases are cited as examples.

458. Swope, D. "Let's Make Democracy Work for the Latin-American Child," **Texas Outlook,** Vol. 31 (June, 1947), pp. 21–22.

A suggestion to introduce a special type of education in the public schools to overcome the language handicap of Spanish-speaking children.

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537. Crawford, W. Rex. "The Latin American in Wartime United States," pp. 123–131 in "Minority People in a Nation at War," American Academy of Political and Social Science, **The Annals,** September, 1942. 276 pp.

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540. Department of Supervisors and Directors of Instruction, N.E.A.; National Council of Teachers of English; and Society for Curriculum Study. Guide, Unity Through Understanding; Study Guide and Discussion Manual. By Marion Edman. To be used with the Fourteenth Yearbook, **Americans All.** 50 pp. Bibliography included.

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543. Fogartie, Ruth A. "Texas-Born Spanish Name Students in Texas Colleges and Universities (1945–46)," **Inter-American Education, Occasional Papers, III.** Austin: University of Texas Press, March, 1948. 35 pp.

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548. Good Neighbor Commission of Texas. Community Organization for Inter-American Understanding. Austin, 1945. 22 pp.

An outline of a statewide program to be put into effect locally through churches, civic clubs, schools, and the like. Objectives; specific activities (pp. 9–21) for various types of institutions. Sources of information (p. 22).

549. ———. Handbook. Austin, 1954. 41 pp. By Myrtle L. Tanner, Acting Executive Director.

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550. ———. Minutes of Quarterly Meetings, September, 1946–December, 1950.

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551. ———. Report on Migratory Farm Labor in Texas. Austin, December, 1944. 12 pp.

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553. Hewes, Lawrence I., Jr., Intergroup Relations in San Diego; Some Aspects of Community Life in San Diego Which Particularly Affect Minority Groups; with Recommendations for a Program of Community Action. San Francisco: American Council of Race Relations, 1946. 35 pp.

554. Hill, George W. "Texas-Mexican Migratory Agricultural Workers in Wisconsin." Madison: Wisconsin Agricultural Experiment Station, Stencil Bulletin No. 6, mimeographed, 1948. 20 pp.

Discussion of Spanish-speaking workers who were brought from Texas to work on Wisconsin farms, starting in 1947. About half were bon in Mexico and half in Texas. Unsympathetic presentation: "The Mexican is a strange person" (p. 17). Tells how farmers "use" workers of a foreign government. Emphasis is upon means of transportation to and from Texas. Also discusses educational status, size of family, housing, and other matters.

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558. **Jones, Robert C. *Mexican War Workers in the United States.*** Washington, D.C.: Pan American Union, Division of Labor and Social Information, 1945, 45 pp. Photographs. Also available in Spanish.

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559. **Kelly, Arthur R. *Physical Anthropology of a Mexican Population in Texas: A Study of Race Mixture.*** New Orleans: Tulane University Middle American Research Institute, Publication No. 13, 1947, 117 pp.

Anthropometric tables, graphs, bibliography. Compares Indian, Mexican, and Anglo "races" at a Texas prison, to compare "race" and crime; no conclusive findings.

560. **Kelly, Paul M.** "The Tucson, Arizona, Office," ***Monthly Review***, Immigration and Naturalization Service, U.S. Dept. of Justice, pp. 127- 128.

The most serious problem is that of the wetbacks.

561. **Kelly, Willard F.** "The Wetback Issue," ***The I & N Reporter***, Vol. 2, No. 3 (January, 1954), pp. 37-39. Immigration and Naturalization Service, U.S. Dept. of Justice.

More than a million wetbacks per year are sent back to Mexico. Several million escape to stay in the United States. They bring misery, disease, crime, illegitimate births, juvenile delinquency; it all began in World War II. Need for law enforcement.

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Comparative analysis of test results, with conclusions. Spanish-speaking children excel on pantomime test; "white" children excel on linguistic tests. Spanish-speaking children have less schooling. City Spanish-speaking children excel rural ones. Also other conclusions.

563. **Larson, Olaf F.** "Beet Workers on Relief in Weld County, Colorado," **Research Bulletin No. 4.** Fort Collins, Colorado: Colorado Agricultural Experiment Station, May, 1937.

564. **Lemert, Edwin M. and Rosberg, Judy. *The Administration of Justice to Minority Groups in Los Angeles County.*** Berkeley: University of California Press, 1948. University of California Publications in Culture and Society, Vol. 2, No. 1, 1948, 27 pp. Bibliography, tables, graph.

Theory; kinds of deviation; means of control; forms of control. Sociological study of Spanish-speaking and other groups, relative to the control of crime.

565. **Leonard, Olen and Loomis, C. P.** "Culture of a Contemporary Rural Community: El Cerrito, New Mexico," **Rural Life Studies, No. 1.** Washington, D.C.: Bureau of Agricultural Economics, U. S. D. A., 1941. 72 pp. Photos, charts.

Objective analysis of family relations and community structure.

566. **Little, Wilson. *Spanish-Speaking Children in Texas.*** Austin: University of Texas Press, 1944, 73 pp.

Distribution of Spanish-speaking pupils in Texas schools—attendance; school plant; segregation; teacher training; graphs and tables. An exploratory survey.

567. **Los Angeles County, California, Superintendent of Schools. *Workshop in Education of Mexican and Spanish-Speaking Pupils.*** A Summary of Proceedings Including Recommendations. By Marie M. Hughes and Stanley E. [illegible]. Los Angeles, 1944, 40 pp.

Report of the workshop organization, activities, materials, problems, and conclusions.

568. **Los Angeles, California, City and County Schools. *Workshop in the Education of Mexican and Spanish-Speaking Pupils.*** July, 1946. 15 pp.

Outline of plans, schedule, organization, and problems for summer workshop.

569. Mackey, Argyle R. "Prosecution of Alien Smugglers," **Monthly Review**, Immigration and Naturalization Service, U.S. Dept. of Justice, July, 1951. Vol. 9, No. 1, pp. 2–4.

Rings of smugglers of aliens are a problem. Needed legislation as to wetbacks.

570. Mangold, George B. and Hill, Lillian B. Migratory Child Workers. Washington, D.C.: National Child Labor Committee, Publication No. 354, 1929. 16 pp.

Record of speeches at twenty-fifth annual conference of the Committee, San Francisco, 1929. Section 1: The Migratory Child Worker, by Mangold. A discussion of employment of children in migratory work. Section 2: The Education of the Migrant Child, by Hill.

571. Manuel, Herschel T. (compiler). Cooperative Inter-American Tests, 1950. Princeton, N.J.: Educational Testing Service, 1950. Unpaged.

English and Spanish versions of Examiner's Manual and both forms of the Cooperative Inter-American Tests. Prepared under auspices of the Committee on Modern Languages, American Council on Education. Large bound volume. Tests of general ability, reading, language usage, vocabulary and reading, in natural and social sciences; developed in Puerto Rico. In English and Spanish. Standardized in two forms.

572. Manuel, Herschel T. "Spanish and English Editions of the Stanford-Binet in Relation to the Abilities of Mexican Children," **University of Texas Bulletin**, No. 3532. Austin, Texas, 1935, 63 pp.

Detailed report of results of a study. The Spanish edition tended to yield higher IQ's.

573. Menefee, Selden C. Mexican Migratory Workers of South Texas. Austin: Works Progress Administration, Division of Research; Washington, D.C.: Superintendent of Documents, 1941. 67 pp.

An analysis of working and living conditions of a representative community of Spanish-speaking migratory farm workers in 1938 at Crystal City, Zavala County, Texas, near Eagle Pass, in spinach-growing. Maps, photographs, tables.

574. Menefee, Selden C. and Cassmore, Orin C. Pecan Shellers of San Antonio: The Problem of Underpaid and Unemployed Mexican Labor. Washington, D.C.: Works Progress Administration, Division of Research, Supt. of Documents, 1940. 82 pp. Photographs, maps, tables.

Analysis of the industry, earnings of workers, social conditions, prospects, technological unemployment.

575. Meriam, J. L. "Learning English Incidentally, A Study of Bilingual Children," **Bulletin No. 15.** Washington, D.C.: United States Office of Education, 1937. 105 pp.

Detailed report of seven-year study in segregated school at La Jolla, California. Broad generalizations and long bibliography. La Jolla is near San Diego.

576. Mexico: Consulados, Hidalgo, Ernesto. La Protección de mexicanos en los Estados Unidos. Defensorías de oficio, anexas a los consulados: Un proyecto. México: Talleres Gráficos de la Nación, 1940. 72 pp.

Opinions of Mexican consuls in the United States are presented individually regarding the project approved by the Chamber of Deputies, for Defensorías de Oficio, or agencies to protect Mexican citizens in the United States. Nearly all the consuls favor the idea.

577. Mexico, Depto. del trabajo. Proposiciones del departamento del trabajo a la primera convención nacional de población. Mexico, D. A. P. P., 1939. 30 pp.

Analysis (in Spanish) of the problem of responsibility of the Mexican government for their citizens who are in the United States. Those returning to Mexico require planning in regional terms, for technical training to adapt them to Mexican industries.

578. Mexico, Dirección de Previsión Social. Los Braceros. Mexico, D.F.: Talleres Gráficos de la Cía Editora y Librería ARS, S.A., for the Secretaría del Trabajo y Previsión Social, 1946. 120 pp. Photographs, tables, graphs.

The problem of international regulation of wetbacks; *Migrantes a Braceros* (1942 ff.): data from questionnaires; research showed that [illegible] were [illegible] and of normal percentage among wetbacks as compared with the general population.

579. Miller, Frank. "Income Levels of Contract Beet Workers in Nebraska,"

Bulletin No. 335. Lincoln, Nebraska: Nebraska Agricultural Experiment Station, 1941. 23 pp. Photographs, tables, graph.

No separate data for Spanish-speaking people. Statistical study of income, housing, property ownership (real and personal), and education. Parents of workers came from Russia, Mexico, or the Southwest.

580. Minnesota, Governor's Interracial Commission. Race Relations in Minnesota. The Mexican in Minnesota. Report to the Governor. 117 University Ave., St. Paul 1, Minn., 1948. 64 pp.

A report on the conditions of the Spanish-speaking persons in the state of Minnesota. The origin, occupations, family life, delinquency, relief status, education, legal status, and future of these people.

581. Myers, Frederick. "Spanish-Name Persons in the Labor Force in Manufacturing Industry in Texas," **Inter-American Education, Occasional Papers, VIII.** Austin: University of Texas Press, July, 1951. 31 pp. Tables.

Economist's analysis of kinds of jobs; distribution by industries, area, and establishments.

582. National Catholic Welfare Conference, Second Report. The Spanish-Speaking of the Southwest and West. Washington, D.C.: Social Action Department, National Catholic Welfare Conference, 1944.

Report of conference held at San Antonio, Texas, July, 1943; and at Denver, October, 1944.

583. National Child Labor Committee. Colorado Tale. The Committee, Publication No. 408, Washington, D.C.: November, 1952. 22 pp.

Many large photographs; map; dramatic presentation of problems of migratory farm laborers, mostly Spanish-speaking.

584. ———, Migrant Farm Labor in Colorado. By Howard E. Thomas and Florence Taylor. New York: The Committee, 1951. 117 pp.

Report of field survey in 1951. 202 heads of households of seasonal farm families were interviewed. Accurate view of status of migrant worker, well written, with recommendations.

585. National Commission of Law Observance and Enforcement, U.S. "Report on Crime and the Foreign Born," **Publication No. 10.** Washington, D.C.: U.S. Govt. Printing Office, 1931. 416 pp.

Part III discusses the Mexican immigrant, including: Section I, a general discussion, pp. 199–243; Section II, "The Mexican in Texas," pp. 245–264; Section III, "The Mexicans of Illinois," pp. 265–329.

586. National Conference Concerning Mexicans and Spanish-Americans in the United States. El Paso, Texas: The Conference, 1926.

The conference was held in December, 1926, at the Church of the Divine Savior. Pamphlets include the following: Report of findings of commissions. Report of Committee on Literature: the problem of producing literature, 6 pp. Home Missions Council: A Study of Social and Economic Factors Relating to the Spanish-Speaking People in the United States. Report of the Commission on Social and Economic Factors, 8 chapters and conclusions; social characteristics of Spanish-speaking persons in the United States; acculturation; bibliography fairly good; 31 pp. Report of Commission on Religion; 29 pp.; discussion by states of the Southwest; and general problems of the area. Report of the Commission on International and Interracial Factors in the Problem of Spanish-Speaking Persons in the United States; 40 pp.; review of prejudices and attitudes. Report of the Commission on Education; 25 pp.; problems, church schools, curricula.

587. National Council of Churches. Wetbacks and American Farm Labor. National Council of Churches of Christ in the U. S. A., 297 4 Ave., N. Y. 10, 10¢. Information Series, Vol. 2, No. 28, 4 pp.

588. Nelson, Eastin and Myers, Frederic. "Labor Requirements and Labor Resources in the Lower Rio Grande Valley of Texas," **Inter-American Education, Occasional Papers, VI.** Austin: University of Texas, 1950. 38 pp.

Analysis of indigenous and migrational labor forces with recommendations in terms of regulation and other measures. Written by professors of economics, University of Texas, sponsored by Texas Southmost College, Brownsville.

589. New Mexico, University of; School of Inter-American Affairs. "Recent Educational and Community Experiments

and Projects in New Mexico Affecting the Spanish-Speaking Population." Santa Fe, August, 1943, pp. 1924.

A mimeographed report prepared for use in connection with the Conference on Problems of Education Among Spanish-Speaking Populations of our Southwest. Notable among the institutions and projects reviewed are the Nambe, Taos County, and San Jose Experimental School projects.

590. New Mexico, University of. Training School Series, Vol. 1, No. 1, 1930, "San Jose Training School." 16 pp.

Statement of policies for a laboratory school to secure essential data regarding Spanish-American school pupils. Plan for training teachers of Spanish-speaking people in rural New Mexico.

591. ———. Training School Series, Vol. 1, No. 2, "San Jose Training School."

"Age-Grade Study of the San Jose Training School and Its Two Control Schools," 1931, by Harlan Sininger, pp. 3–10. Report from a demonstration school of high quality.
"Results of Group Tests Given in the Original Survey of San Jose School, 1930," by John E. Earl *et al.*, pp. 11–30, tables, graphs. Detailed report of results, in terms of achievement and scholastic ability tests.

592. ———. Training School Series, Vol. 2, No. 1.

Part 1, "The Rural Schools of New Mexico," by Loyd S. Tireman, pp. 2–25; a report on rural education in old Mexico.
Part 2, "Rural Education in New Mexico," by Mary Austin, pp. 27–30; compares methods of rural education in Mexico and New Mexico.

593. ———. San Jose Experimental School. We Learn English. Albuquerque: San Jose Experimental School, University of New Mexico, July, 1936. 53 pp.

A report (preliminary) of the scores on Gates and Stanford reading tests given to Spanish-speaking pupils at San Jose School and two other control schools. The experimental factor was an improved type of educational program. Results show superiority of San Jose students; however, all schools were below norms in upper grades.

594. Ortega, Joaquin. "The Compulsory Teaching of Spanish in the Grade Schools of New Mexico," Inter-American Series, Miscellanea, I. Albuquerque: University of New Mexico Press, 1941. 16 pp.

Statement opposing bill in state legislature; advocates gradual methods of change with emphasis upon detailed local surveys.

595. ———. "The Intangible Resources of New Mexico," University of New Mexico, Inter-Americana Miscellanea, No. 5, 1945. 15 pp. Also published by Archeological Institute of America, School of American Research, Paper No. 33, n.s.

Record of dramatic speech on needs of the people of New Mexico; by the Director of the School of Inter-American Affairs, University of New Mexico.

596. ———. "New Mexico's Opportunity, a Message to My Fellow New Mexicans," University of New Mexico, School of Inter-American Affairs, Inter-Americana Series, Miscellanea, III. Albuquerque: University of New Mexico Press, 1942. 21 pp.

Statement of the need for regional studies to develop acculturation.

597. Panunzio, Constantine M. and members of the Heller Committee. How Mexicans Earn and Live; A Study of the Incomes and Expenditures of 100 Mexican Families in San Diego, California. Berkeley: University of California Press, 1933. 114 pp. University of California, Heller Committee for Research in Social Economics, Cost of Living Studies, No. 5.

Statistical, objective study of cost of living and standard of living, in terms of income, expenditures, case histories.

598. Paschal, Franklin C. and Sullivan, Louis R. "Racial Influences in the Mental and Physical Development of Mexi-Children," Comparative Psychology Monographs, Vol. 3. 76 pp. Bibliography.

Study of children, age 9 and 12, in Tucson. Shows correlation of economic status with test scores, physical and mental.

599. Perales, Alonso S. El Mexico Americano y Politica del Sur de Texas. San Antonio, Texas, 1931. 13 pp.

Emphasis upon history, and need for voting and political activity.

600. Pijoan, Michel. Certain Factors Involved in the Struggle Against Malnutrition and Disease, with Special Reference to the Southwest of the United States and Latin America. Albuquerque: University of New Mexico Press, 1943. 13 pp. University of New Mexico, School of Inter-American Affairs, Short Papers, No. 7.

By a physician; suggests remedies.

601. Presbyterian Church in the United States, Synod of Texas, Ad Interim Committee on Latin American Work. "Report." Austin, Texas, 1952. 6 pp. Mimeographed.

Recommends steps to develop better program for the Spanish-speaking. Emphasis upon training of ministers.

602. ————. "Latin-American Presbyterian Churches in Texas." Austin, 1952. 52 pp.

Takes stand against segregation, reviews history, emphasizing San Antonio. Urges continuing the Texas-Mexican Presbytery as separate organization to meet special needs.

603. President's Commission on Migratory Labor. Migratory Labor in American Agriculture. Washington, D.C., 1951. 188 pp.

Report and recommendations for legislation, based upon hearings in twelve key cities where migratory labor is in large volume. Origins, illegal aliens, income, housing, health, child labor, education, need for coordinated program.

604. Radtke, Theodore J. "The Wetback Situation in the Rio Grande Valley," Report of the Bishop's Committee for the Spanish-Speaking. Corpus Christi, August, 1950, Mimeographed.

605. Rael, Juan B. "The New Mexican Alabado," Stanford University Publications, University Series on Language and Literature, Vol. 9, No. 3, Stanford, California: Stanford University Press, 1951. 154 pp.

A history and analysis of the *alabado*, or religious hymn of the Spanish-speaking people of northern New Mexico. An important reference for the folklorist, but is of lesser interest to the educator.

606. Reynolds, Annie. Education of the Spanish-Speaking Child in Five Southwestern States. U. S. Office of Education, Bulletin No. 11, 1933. 64 pp. Bibliography.

History; programs now in operation; conditions to be met; ways of meeting the conditions; school methods; teacher training. Well documented; based on personal visits.

607. Rodriguez, Bou, Ismael, et al. "Problemas de Lectura y Lengua en Puerto Rico," Publicaciones Pedagoguas, Series II, Num. VI. Rio Piedras: Universidad de Puerto Rico, 1948.

A Spanish-language handbook on the problems of reading and language in Puerto Rico. The appendices contain reports by United States officials in English which would be very informative to the teacher of English as a foreign language.

608. Rohr, Thurman G. "Correcting Pronunciation Errors of Latin-American Children." Austin, Texas: Bureau of Extension Teaching, The University of Texas, Field Studies.

A well written, mimeographed, undated bulletin designed to help the teacher of Spanish-speaking children to diagnose and remedy the speech defects which occur as a result of differences between Spanish-speech sounds and English-speech sounds.

609. Rusinow, Irving. "A Camera Report on El Cerrito, A Typical Spanish-American Community in New Mexico." Washington, D.C.: United States Department of Agriculture, Bureau of Agricultural Economics, Misc. Pub. No. 479, 1942.

A picture study of El Cerrito, in San Miguel County, New Mexico. This is well done and is of value to educators interested in learning about the life of Spanish-speaking peoples in New Mexico. See also the "Rural Life Studies" by Leonard and Loomis on El Cerrito published also by the U.S. Dept. of Agriculture.

610. San Diego, California, City Schools. A Program of Intercultural Education in San Diego. Los Angeles: Pacific Coast Council on Intercultural Education, 1947. 95 pp.

Derived from the Intercultural Workshop, 1946, University of Southern California, Los Angeles. Suggestions for in-service program; curricular experimentation suggested; holidays as focus for improving acculturation; bibliography and list of materials.

611. Sanchez, George I. "Age Grade Status of the Rural Child in New Mexico." **Educational Research Bulletin,** New Mexico State Department of Education. Santa Fe, November, 1932.

A study intended as a "brief treatment of the amount of retardation and acceleration of rural school children . . . in the public schools of New Mexico." An old article, but one that is basic to the study of an old problem that still persists in New Mexico, and the Southwest generally.

612. ———. "Concerning Segregation of Spanish-Speaking Children in the Public Schools," **Inter-American Education, Occasional Papers,** No. 9. Austin: University of Texas Press, December, 1951. 75 pp.

A pamphlet which sets forth in summary form the various aspects of the segregation of Spanish-speaking children; legally, educationally, and morally.

613. ———. **The Equalization of Educational Opportunity—Some Issues and Problems.** Albuquerque: University of New Mexico, Education Series, Vol. 10, No. 1, 1939.

614. ———. "First Regional Conference on the Education of Spanish-Speaking People in the Southwest, A Report," **Inter-American Education, Occasional Papers,** No. 1. Austin: The University of Texas Press, March, 1946. 22 pp.

A report of the highlights of the conference. The problem was defined, crucial education issues and remedial measures were discussed, and plans for the future were made.

615. Sanchez, George I. and Saunders, Lyle. "Wetbacks; A Preliminary Report to the Advisory Committee, Study of Spanish-Speaking People." University of Texas, 1949. 39 pp. Mimeographed.

Suggests a President's Commission to study the problem and recommend legislation; suggests reinforcement of existing devices for control of wetbacks.

616. Sanchez, Luisa G. G. and Sanchez, George I. Raza. Translation into Spanish of a bulletin by John Gillin, National Council of Christians and Jews, 43 West 57 Street, New York 19, N.Y.

An exposé of popular fallacies about racial characteristics in general, by a prominent anthropologist.

617. Saunders, Lyle. "The Spanish-Speaking Population of Texas," **Inter-American Education, Occasional Papers,** No. 5. Austin: The University of Texas Press, December, 1949. 5 pp.

A pamphlet which sets forth "estimates of the numbers, proportion, and distribution of the Spanish-speaking population of Texas and to show . . . past changes and current trends." A valuable presentation of statistics.

618. Saunders, Lyle and Leonard, Olen E. "The Wetback in the Lower Rio Grande Valley of Texas," **Inter-Ameri- Education, Occasional Papers,** No. 7. Austin: The University of Texas Press, 1951. 92 pp.

Standard of living; control; effect upon other parts of the United States through migratory labor. Extent of migration and implications.

619. Shevky, Eshref. Your Neighborhood, A Social Profile of Los Angeles. Los Angeles: Haynes Foundation, Pamphlet Series, No. 14. 40 pp

620. Smith, Charles M. "Farm Workers from Mexico," **The Agricultural Situation.** Washington, D.C.: Bureau of Agricultural Economics, United States Dept. of Agriculture, June, 943, pp. 12–14.

A highly colored report, from the point of view of the Department of Agriculture, describing the working of the international agreement with Mexico for farm labor during World War II.

621. Southwest Council on the Education of Spanish-Speaking People. Proceedings of Fifth Annual Conference at George Pepperdine College, Los Angeles, 1951. 101 pp.

Reports on group meetings, pp. 56–11. Fifteen topics are discussed, including current major problems. These topics include: Unesco; culture patterns of Mexican-American life; [illegible] and reading; needs of youth; wetbacks; farm labor in California; and a report by G. I. Sanchez, "American Minorities and Cultural Resources."

622. Southwest Texas State Teachers College. Art Activities & Latin-

American Children in Elementary Grades. San Marcos, 1944.

A handbook on the areas of clay modeling, painting, and weaving; activities that have been used successfully with Spanish-speaking children in the intermediate grades.

623. ————. Building Better School-Community Relations in Latin-American Communities. San Marcos, Texas, 1944.

A narrative report of procedures actually taking place in one Spanish-speaking community and its school: the Southside School in San Marcos.

624. ————. Final Report. Program in the Southwest: School and Community Cooperation. Special School-Community Project in Inter-American Affairs. San Marcos, July, 1944.

625. ————. Health and Physical Education Activities for Latin-American Children in Elementary Grades. San Marcos, July, 1944.

A handbook of mental and physical health activities for Spanish-speaking children; all of these activities could be used by teachers of any child, not just the Spanish-speaking.

626. ————. Music Activities for Latin-American Children in Elementary Grades. San Marcos, July, 1944.

A handbook compiled for the purpose of helping teachers of Spanish-speaking children to select music materials, best suited to their interests and abilities and to adapt procedures to their special needs. An excellent source of teaching aids.

627. ————. Report of Conferences on Professional Relations and Inter-American Education at Southwest Texas State Teachers College. San Marcos, Texas, June 30, 1944, July, 1944.

628. Texas A. & M. College, Extension Service. Farm Labor Program in Texas, 1943–1947. 1947. 31 pp. Photographs, maps.

Describes program intended to bring about better adjustment of the migrant Spanish-speaking farm laborer and the employer. Trained bilingual field men were provided, beginning in 1943. State Employment Commission took over the work in 1948. Housing; routes of travel.

629. Texas Educational Survey Commission. Texas Educational Survey Report, Vol. 8, 1925. Chapter XIII, "The Non-English Speaking Children and the Public School."

Although dated 1925, this chapter contains much information of historical value concerning education of the Spanish-speaking people of Texas.

630. Texas Federation of Labor, A. F. L. Down in the Valley. Austin: The Federation, 1955. 9 pp.

A compact summary of recent developments concerning wetbacks and braceros, and the reform of the Border Patrol, in the Lower Rio Grande Valley. Includes a summary of economic and social conditions. Published as a supplement to "What Price Wetbacks," longer bulletin by the Federation and by the American G. I. Forum of Texas. Shows that wetback problems have been shifted to the bracero situation.

631. Texas State Department of Health, Division of Maternal and Child Health. The Latin-American Health Problem in Texas. The Department, August, 1940.

632. Texas State Employment Service. "Origins and Problems of Texas Migratory Farm Labor." Austin, 1940. 93 pp.; Supplement of 87 pp.; Appendix of 42 pp. Mimeographed. Prepared for hearing in Oklahoma by U.S. House of Representatives Special Committee Investigating Interstate Migration of Destitute Citizens.

Migration from Mexico: dispersion from Texas to other states; structure of labor market; control; bibliography. Needed legislation. Supplement: 1940–41 data and abuses. Appendix: resolutions of organizations.

633. Texas State Federation of Labor. "The Wetback's Dollar," The 1954 Review, pp. 20–30.

Reprint of text and photos from "What Price Wetbacks?"

634. Texas, University of. "First Regional Conference on the Education of Spanish-Speaking People in the Southwest—A Report." Inter-American Education Occasional Papers, I. Austin: University of Texas Press, 1946. 22 pp.

This pamphlet offers a series of brief statements, a few pages each, by various authors. Some of the topics emphasized are crucial issues in education, remedial measures, regional planning.

635. Tireman, L. S. "Discovery and Use of Community Resources in the Education of Spanish-Speaking Pupils," National Educational Association, **Department of Rural Education, Yearbook,** 1939, pp. 72–85.

A discussion of the curriculum revision program at Nambé School in New Mexico. An excellent "quick look" at Dr. Tireman's experimental school.

636. ———. "Results of Group Tests Given in the Original Survey of San Jose School," **University of New Mexico Bulletin,** Training School Series, Albuquerque, Vol. 1, No. 2, 1931.

Report of a study made of children in the San José school on Gates Silent Reading, Stanford Achievement, and Pintner-Cunningham Primary Mental Tests. Results were generally low.

637. ———. **Spanish Vocabulary of Four Native Spanish-Speaking Pre-First Grade Children.** Albuquerque: University of New Mexico Publications in Education No. 2, 1948. 64 pp.

Study showed size of vocabulary is about same in both languages, at same age. Word list, pp. 13 ff. Classifies words used by four children. Most of book is a word list.

638. United States Bureau of the Census. **U. S. Census of Housing: 1950,** Vol. 1, **General Characteristics,** Chapter 43, Texas, 1952. 268 pp. $1.75. Arranged in the form of tables of statistics.

639. ———. **U. S. Census of Population: 1950.** Vol. 4, Special Reports, Part 3, Chapter C, Persons of Spanish Surname, 1933.

Data for five southwestern states on nativity and parentage, age, education, employment, income, housing, and other items.

640. United States Department of Agriculture, Farm Security Administration and Bureau of Agricultural Economics. "Standard of Living in an Indian-Mexican Village and on a Reclamation Project by the U.S.D.A.," **Social Research Report,** No. 14, 1938.

641. United States Department of Labor, Division of Labor Standards. "Harvest Nomads," **Bulletin,** No. 73. United States Government Printing Office, 1945.

642. United States Department of Labor, Retraining and Reemployment Administration. **Migrant Labor.** United States Government Printing Office, 1947. 58 pp.

A report surveying the status of the migrant worker and his family along with recommendations for proposed legislation to alleviate conditions. Well written and illustrated with documentary photographs.

643. United States District Court, Texas. "Delgado, Minerva, et al., v. Bastrop Independent School District of Bastrop County, et al. Final Judgment." Austin, 1950. U. S. District Court, Texas (Western District). 7 pp., typewritten. Final Judgment (No. 388 Civil).

Report on action brought to restrain the segregating of Spanish-speaking pupils in separate schools or classes within the public schools of the State of Texas. Segregation was declared illegal.

644. United States Office of Education. Leaflet No. 65, 1943, "Inter-American Education Demonstration Centers."

Plans for the project described by Bathurst in the bulletin listed herein.

645. ———. **Learning English Incidentally: A Study of Bilingual Children.** Bulletin No. 15, 1937. 105 pp.

Report of research in 1936–1937, on successful practices over a period of years at LaJolla, near San Diego. Principles, administrative features, evaluation. Bibliography; many tables.

646. ———. "Report of Regional Conferences on the Education of Migrant Children, 1952." Mimeographed.

647. ———. "Young Spanish-Speaking Children in Our Schools," **Elementary Education Series.** No. 30. U. S. Office of Education, 1951. 23 pp.

A brief which reports two programs developed with Spanish-speaking children in Colorado and Texas. Contains many suggestions for teachers. Includes activities and procedures as well as a daily schedule and a vocabulary.

648. United States Office of Indian Affairs. **Tewa Basin Study,** 1935: Vol. 1, "Albuquerque: Soil Conservation Service, Region 8." Vol. 2, "The Spanish-

American Villages," 1939. Vol. 3, "Physical Surveys and other Studies," 1939.

All volumes are mimeographed. By the Division of Economic Surveys, Soil Conservation Service.

Studies of communities in New Mexico.

649. United States. President's Committee on Migratory Labor. **Migratory Labor Notes, No. 1, May 11, 1955;** and subsequent issues.

News release of a few pages. Four cabinet members are on the Committee. The PCML also publishes various releases. The Committee coordinates federal projects relative to migratory labor.

650. United States Public Health Service. "A Federal Program of Public Health and Medical Services for Migratory Farm Workers," **Public Health Reports,** Vol. 60, No. 9 (March, 1945), pp. 229–261.

A complete review of services available to all migrant labor, including the Spanish-speaking. Pertinent source for the educator.

651. United States Senate, 82nd Congress, Second Session. **Hearings Before Subcommittee on Labor and Labor-Management Relations of the Committee on Labor and Public Welfare.** U. S. Government Printing Office, 1952.

Report of testimony by various informed persons about the wetback situation.

652. United States Work Projects Administration of New Mexico. "Spanish American Singing Games of New Mexico." New Mexico: U. S. Works Projects Administration, 1940. 28 pp.

A mimeographed collection of 13 Spanish-American singing games. Piano accompaniment as well as words and directions in both Spanish and English. Of value to teachers and to anyone who works with children anywhere.

653. Walter, Paul, Jr. Population Trends in New Mexico. Albuquerque: University of New Mexico, Department of Government, Division of Research, Publication No. 10, 1947. 19 pp.

Discusses the Spanish-speaking and other groups.

654. Whalen, William A. "The Wetback Problem in Southeast Texas," **Monthly Review,** Immigration Service, U. S. Dept. of Justice, Vol. 8, No. 8 (February, 1951), pp. 103–105.

Clear statement of difficulties involved, from point of view of the Border Patrol.

655. White House Conference. "The Mexican in California," **White House Conference on Child Health and Protection of Dependent and Neglected Children,** Section 4. New York: D. Appleton-Century Company, 1933, pp. 312–350.

656. Williams, F. M. and Hanson, A. C. "Money Disbursements of Wage Earners and Clerical Workers, 1934–1936: Mexican Families in Los Angeles," U. S. Bureau of Labor Statistics. **Bulletin,** Vol. 639, 1939, pp. 85–109.

657. Williams, F. M. et al. "Money Disbursement of Employed Wage Earners and Clerical Workers, 1934–1936: Mexican Families in Houston," U. S. Bureau of Labor Statistics, **Bulletin.** Vol. 640, 1941, pp. 119–140.

658. Winters, Jet C. A Report on the Health and Nutrition of Mexicans Living in Texas. University of Texas, 1931. Bureau of Research in the Social Sciences, Study No. 2. 99 pp.

By a home economics instructor at the university. Part 1: The Mexican Family; study of health and diet. Part 2: The Mexican Infant and Pre-School Child. Shows great difference in diet; Negroes and others have better diet than the Spanish-speaking.

COURSES OF STUDY

659. American Council on Education. **Latin America in School and College Teaching Materials.** Washington, D. C., 1944. 494 pp.

Part 1: Backgrounds, methods, recommendations. Part 2: Analysis of 16 classes and materials, by many authors. An encyclopedic volume.

660. Arizona State Departmentof Education. **Course of Study for Elementary Schools of Arizona; Instruction of Bilingual Children,** Bulletin No. 3. Phoenix, 1939. 114 pp.

Opposes segregation. Calls for teacher to know pupils' background. Not based on factual data. Point of view and objectives; analysis of subjects.

661. Bathurst, Effie G. Inter-American Education: A Curriculum Guide. U. S. Office of Education, Bulletin, 1943, No. 2. Report of Inter-American Demonstration Center Project, 15¢. 66 pp. Photographs, bibliography.

Reports experiments at college demonstration centers throughout the United States. Content of instruction, development of curriculum units, introducing Spanish-speaking students, teaching aids, essentials of Inter-American education program.

662. California, Bakersfield, Board of Education. "Teaching English and Reading to the Foreign Child. Kindergarten and First Grade," 1931. 20 pp. Mimeographed.

Seventeen topics, such as understanding the child's situation, building a vocabulary, materials, activities, powers. Pp. 13–19: the foreign child in the first grade: pre-primer class, oral English, suggestions to teacher. P. 20: pronunciation.

663. California, Los Angeles County, Board of Education. "Mexican Music," 1940. Mimeographed.

Four short popular songs: words and music; suitable for use in the United States in elementary or secondary school. Compiled by W. P. A.

664. ————. Mexico: Folk Dances, 1935. 10 pp.

Four dances are described in detail, with instructions, history, and folklore about the dances. Suitable for school.

665. ————. Mexico: A Monograph of Source Materials for Teachers, 1935.

Plates 1–78, on Mexico. Mimeographed large, one-page drawings on architecture, clothing, occupations, utensils, transportation, water supply, amusement, customs.

666. ————. Problems of Spanish-Speaking Pupils in Our Public Schools, Bulletin M43, 1940.

Report of three-year study by a committee of teachers on "Mexican education." General traits, specific situations, social adjustments, parental education, orientation. Teacher should understand Mexico's language and culture, and visit homes. Problems of language, customs, and poverty are emphasized. Guidance is suggested.

667. California, San Diego City Schools. "Handbook for the Teaching of Spanish in Elementary Grades," edited by Margit W. MacRae, 1952. 223 pp. Mimeographed.

For the teacher in grades 4, 5, 6, for 15 minutes daily. Conversation, story, audio-visual aids, songs, reading, evaluation, radio programs, bibliography.

668. California State Department of Education. A Guide for Teachers of Beginning Non-English Speaking Children. Sacramento: Bulletin No. 8, 1932. 68 pp.

Need for understanding the children; aims, vocabulary, methods in various subjects, daily program, supplies, pictures and stories; bibliography for teachers.

669. ————. Teachers Guide to the Education of Spanish-Speaking Children. Bulletin, Vol. 21, No. 14, 1952. 84 pp. Derived from conference at University of Redlands, 1950. Photographs.

Undestanding the child; group living; social studies; English for beginners; health; work with parents; related organizations. Cooperation of school and community. Bibliography.

670. Coleman, Algernon and King, C. B. English Teaching in the Southwest; Organization and Materials for Instructing Spanish-Speaking Children. Washington, D.C.; American Council on Education, 1940. 307 pp. Compiled for the Committee on Modern languages, American Council on Education.

Report of theories and experiments in various countries. Courses of study, textbooks, vocabularies, bibliography. Analysis of school population; curricular adjustments.

671. Colorado, Denver, Board of Education. "The Education of Spanish Speaking Children," 1937. 46 pp. Mimeographed.

Pp. 1–10: the environment of the child; pp. 11–33: experiences suitable for the children; pp. 34–44: principles in developing language skills. Bibliography.

672. Delaney, Eleanor C. Latin America: A Source Book of Instructional Materials. New York: Teachers College, Columbia University, 1943. 67 pp.

Contains maps and numerous practical suggestions for teaching, and listings of source materials.

673. Democracy Demands It: A Resource Unit for Intercultural Education in the High School. New York: Harpers, 1950.

Presents many activities that teachers of science, social studies, and English can use to eliminate prejudice.

674. Fries, Charles C. "An Intensive Course in English for Latin Americans," University of Michigan, English Language Institute, 1943 ff., 4 vols. of 10 lessons each. Also Vol. 5, index; Vol. 6, Supplement: oral drill material for one hour per day. Each volume is about 100 pp., mimeographed.

675. New Mexico, Bernalillo County Board of Education. **A Guide for Pre-First and First Grades,** 1948. 93 pp.

A guide prepared by teachers and administrators, on six levels. Topics emphasized: reading readiness, at each level; outcomes and evaluation of achievement; materials and techniques for teaching; suggested activities.

676. New Mexico State Board of Educationn. "Handbook for Pre-Primary School" (for non-English-speaking children), 1938. 35 pp. Dittoed. By a committee.

For use in teaching children above kindergarten age "who need training in English through activities." Specific aims; activities; methods; materials.

677. New Mexico State Department of Education. **Curriculum Development in the Elementary Schools of New Mexico.** Bulletin No. 2, 1944. 420 pp.

Curriculum for both English-speaking and Spanish-speaking children. Provides for adaptation to needs of the Spanish-speaking and for an approach to an understanding of his needs. Play, story-telling, and audio-visual aids are used to facilitate acculturation. Includes plans for teaching Spanish in elementary grades.

678. Puerto Rico, Department of Education. **A Manual for the Teaching of American English to Spanish-Speaking Children in Puerto Rico,** 1949. 674 pp. Illustrated in 3 volumes, 75 lessons.

Each lesson has minimum and maximum work units. Designed for elementary school, but may be used at any level through 12th grade.

679. Texas, Corpus Christi Board of Education. "A Suggested Guide for Pre-First Grades of Latin-American Children," 1944. 22 pp. Mimeographed.

Fluent speaking of English is a major objective. Reading; numbers; writing; art; music; first day of teaching.

680. Texas, Eagle Pass Board of Education. "Courses of Study, Grades 1–8," 1940. Dittoed. About 1000 pp.

Strong emphasis upon the Spanish-speaking child, throughout. Half of the book is devoted to course of study for first grade. Great variety of material in an orderly arrangement.

681. Texas, El Paso Board of Education. "From Spanish to English the Natural Way," 1949. 261 pp. By Alma J. Bartlett. Mimeographed, 87 lessons, verb list, vocabulary.

Lessons for high school students. Formal grammar is subordinated, and is introduced as needed. Drill and synopses are given for high school.

682. ———. "A Manual of Aids and Devices for Teaching Bilingual Children." Mimeographed.

Part 1, 1946, for first grade, 106 pp. Part 2, 1946, second grade, 144 pp. Part 3, third grade, 1946, 169 pp. These were developed in workshops. Discuss goals, activities, outcomes, vocabulary, evaluation, practical suggestions, bibliography.

683. ———. "Teacher's Outline for Conversational Spanish, in the Elementary Grades," 1946. Mimeographed. 63 pp.

Guiding principles, pp. 3–4. Basic expressions classified by grades of the school, pp. 5–52. Teacher aids. Supplemental vocabulary, classified, pp. 58–63.

684. ———. **Teaching English to the Spanish-Speaking Child in the Primary Grades,** 1936. 108 pp. By Lucy C. Heard, Supervisor.

Designed for the "Mexican schools" in El Paso. Pp. 5–32, teaching English to beginning Spanish-speaking children; pp. 33–49, living together in home and school; pp. 50–60, nature study; pp. 61–93, holiday activities; pp. 94–108, stenographic records and lessons.

685. ———. **Workshop for Developing Teaching Aids for Non-English-Speak-**

ing Children. El Paso, September, 1945. Reprint, 1946. 184 pp.

686. Texas, Mercedes Board of Education. "Arithmetic in North Elementary School for Mexican Children," 1934. 16 pp. Mimeographed.

Material is arranged in levels for each of the first four grades. No mention of "Mexican" children except on title page. No evidence of special adaptation for them.

687. Texas, San Antonio Independent School District. **Curriculum Guide, Elementary Division, San Antonio Public Schools.** Revised, 1950.

Ignores the Spanish-speaking people. An example of failure to consider their needs.

688. Texas State Department of Education. "Los Caminos de Amistad," **Curriculum Enrichment Materials for High Schools,** 1946. Compiled by Myrtle L. Tanner, Director, Inter-American Relations Education. 122 pp.

For teachers of English and Social Sciences in high schools. "The roads of friendship" lead to Latin America. Facts, legends, teaching aids, units of work, film list, about Latin America. Book list by countries. Directory of publishers.

689. ———. **A Course in English for Non-English Speaking Pupils,** Grades 1–3, Bulletin 268, 1932. 134 pp.

A collection of material gathered from teachers throughout the state. English as a foreign language, oral English activities, vocabulary, devices, reading, speech difficulties, bibliography. A good source.

690. ———. **A Guide for Teachers of Spanish-Speaking Children in the Primary Grades.** Bulletin No. 464, 1946. 173 pp. By G. I. Sanchez and H. J. Otto.

Teaching of reading methods, vocabulary, arithmetic, a unit, materials, activities, bibliography.

691. ———. **Meet Latin America: Curriculum Enrichment Materials for Elementary and Junior High Schools.** Bulletin No. 465, 1945. 192 pp.

Materials and suggested activities for primary grades, intermediate grades, and junior high school. Long book lists for teachers and pupils. Great variety of materials. Collected in two years of intensive effort.

692. ———. **Tentative Course of Study for the Teaching of Spanish in Grades 3 to 8, Inclusive.** Bulletin No. 426, 1943. 212 pp.

Offers outline of six-year course in Spanish for elementary pupils. Six units per grade. Pages 1–92, grades 3, 4, 5; pages 93–172, grades 6, 7, 8; pages 197–212, references and sources of materials: for teachers, pupils; audio-visual aids.

693. United States Department of the Interior, Office of Education. **Inter-American Education: A Curriculum Guide.** Bulletin No. 2, 1943.

Guide to a curriculum to give an understanding of Latin America.

BIBLIOGRAPHIES

694. American Council. "Mexican-Americans," **Bibliographic Series, No. 7,** 1949. 77 pp. American Council on Race Relations, 4901 South Ellis Avenue, Chicago 15. 10¢, mimeographed.

695. American Jewish Committee. **The Pen Is Mightier.** Community Relations Service Publication, 1954, 386 Fourth Ave., N.Y. 16.

Catalog of books, pamphlets, and program materials to combat prejudice and discrimination and uphold civil rights. Broad scope.

696. Bogardus, Emory S. **The Mexican Immigrant: An Annotated Bibliography.** Los Angeles: Council on International Relations, 1929. 21 pp.

Bibliography, listing only works in English. Books and articles. Part 1, Culture Backgrounds. Part 2, Studies in the United States: general and local surveys and case studies: southwest, west, east. Part 3, Interracial Adjustment: emphasis upon understanding.

697. California, Los Angeles County Board of Education. **Bibliography on Mexico,** 1935. 6 pp.

Information from sources not readily available. Suitable for social studies. Classified by headings such as homes, foods, clothing, community life, and history.

698. ———. "Bibliography on Mexico," Los Angeles, 1940. 78 pp. Mimeographed.

There is one plate per page; large drawings;

topics covered are architecture, clothing, occupations, utensils, transportation, water supply, amusements, and customs.

699. Connecticut Interracial Commission. **Intergroup Relations Bibliography: A Selected List of Books, Periodicals, and Resource Agencies in Intergroup Relations.** Hartford, 1947. 82 pp. Annotated.

Arranged by reader age levels; little on Spanish-speaking people, but good on general works. Index.

700. **Heaton, Margaret M. Reading Ladders for Human Relations.** Washington: American Council on Education, 1954, revised. 215 pp.

Bibliography of children's literature that is suitable for intergroup education and that will develop needed attitudes and understandings.

701. **Hepburn, Sarah K. Usable References for Teachers of Spanish-Speaking Americans.** Highland Park, Michigan: Consumers League of Michigan, 1944.

702. **Jones, Robert C. Mexicans in the United States: A Bibliography.** Washington, D.C.: Pan American Union, Division of Labor and Social Information, Bibliographic Series No. 27, 1942. A supplement to Bogardus' bibliography of 1929.

Headings: General; Urban Settlements and Industrial Labor; Agricultural Labor; Fiction; Social Problems of Mexicans in the United States.

703. ————. **Selected References on the Labor Importation Program Between Mexico and the United States.** Washington, D.C.: Pan American Union, 1948, 7 pp.

This list includes selected items comprising about one-fifth of Jones' list of references on this subject. 1. General aspects. 2. Agricultural labor. 3. Railway labor. 4. Agreements and laws. 5. Mexican sources. Includes books, periodicals, and other items.

704. National Council on Naturalization and Citizenship, Committee on Education. "Selected Bibliography and Notes on Intensive Training for Teachers in Field of Teaching English to the Foreign Born." Revised February, 1955. The Council, 509 Madison Ave., New York 22, 35¢. 21 pp. Mimeographed.

On teaching English to the newly-arrived foreign born. Part 1: Some Principles and Methods of Teaching. Part 2: Bibliography, pp. 12–21. (1) Background reading for teachers. (2) Mateials for classroom use. Includes lesson plans, citizenship education, and problems of immigration.

705. **Pane, Remigio U.** "A Selected Bibliography of Latin American Literature in English Translation," **Modern Language Journal,** Vol. 26 (February, 1942), pp. 116–122.

A list of ninety-one works by Latin-American authors translated into English.

706. **Reindorp, Reginald C., et al.** "References for Teachers of English as a Foreign Language: A Bibliography," University of Texas, **Inter-American Education, Occasional Papers,** IV, 1949.

Part 1, basic references for teachers. Part 2, texts and other instructional materials. Part 3, sources of realia and other teaching aids. Emphasizes teaching English to the Spanish-speaking people. Covers methods of teaching and linguistic analysis.

707. **Saunders, Lyle. The Education of Spanish-American and Mexican Children: A Selected Bibliography.** Albuquerque: University of New Mexico, 1944. 4 pp.

Includes books, articles, and other items.

708. ————. **A Guide to the Literature of the Southwest.** Reprinted from **The New Mexico Quarterly Review.**

Refers to books, periodicals, and other items. Includes many classifications such as education, anthropology, bibliographies, government, and history. Compiled by the University of New Mexico's Research Bureau on Latin America and Cultural Relations in the Southwest. Covers all of New Mexico and Arizona, and parts of six adjoining states such as Texas. Juvenile materials are so designated.

709. ————. **A Guide to Materials Bearing on Cultural Relations in New Mexico.** Albuquerque: The University of New Mexico Press, 1944. 528. pp.

This is a bibliography of published and manuscript materials having some relevance to problems of cultural development and relationship among the three main ethnic groups in the state of New Mexico.

710. ————. **Spanish-American and Mexican-Americans in the U.S.: A Selected Bibliography.** New York: Bureau for Intercultural Education, 1944.

Intended for use by the teacher. Elementary, secondary, and higher levels.

711. **Tully, Marjorie F. and Rael, Juan B. An Annotated Bibliography of Spanish Folklore in New Mexico and Southern Colorado.** University of New Mexico, Publications in Language and Literature, No. 3, 1950. 124 pp.

A revision by Rael of Miss Tully's earlier *Annotated Bibliography of Spanish Folklore in New Mexico* (which was a Master's thesis). Excellent format, annotated, compiled at Stanford and Berkeley. Includes titles to the end of 1948; includes listings of book reviews.

712. United States Office of Education. **The Education of Native and Minority Groups: A Bibliography.** Bulletin No. 63, 1932–34, by Katherine M. Cook. 25 pp.

Includes the Spanish-speaking people of the United States (which were omitted in the earlier edition of this work). Much material on minorities in general. Includes Puerto Rico and other outlying U. S. territories and possessions.

713. ————. "Good References on the Education of the Indigenous Peoples of Mexico," Bibliography No. 8, 1932. 11 pp. Annotated, mimeographed.

Covers only recent publications in English. Pages 9–11, General References, give general information about the educational program of Mexico.

714. ————. **Good References on Language Handicaps of Non-English Speaking Children.** Bibliography No. 23, 1934. 10 pp.

Pamphlet, about 2 inches by 8 inches. Annotated. Sub-title: For Teachers Interested in the Improvement of the Teaching of English to Children from Non-English Speaking Homes. 1. Bilingualism a World Problem. 2. Teaching Non-English Speaking Children in Continental United States. 3. Language Problems in Outlying Parts.

715. **Whittenburg, Clarice T. and Sanchez, George I.** "Materials Relating to the Education of Spanish-Speaking People: A Bibliography," **Inter-American Education, Occasional Papers, II,** 1948. 39 pp. Not annotated.

Lists of books, articles, monographs, bulletins, pamphlets, courses of study, bibliographies, and unpublished theses.

UNPUBLISHED THESES AND DISSERTATIONS[1]

[1] At The University of Texas unless otherwise stated.

(M) Master's thesis.
(D) Doctoral dissertation.

716. **Ajubita, Maria Luisa.** "Language in Social Relations with Special Reference to the Mexican-American Problem," New Orleans: Tulane University, (M), 1943.

717. **Alisky, Marvin H.** "Educational Aspects of Broadcasting in Mexico," (D), 1953.

A general handbook on Mexican broadcasting including both radio and television. It describes cultural, educational, and commercial productions of the past and present and the possibilities of development for the future. Interviews, manuscripts, and books comprise the lengthy bibliography.

718. **Anttila, Earl.** "United States Educational Policies in the Caribbean," (D), 1953.

A historical background for the educational policy of the United States in Cuba, Haiti, Santo Domingo, the Virgin Islands, and Puerto Rico with the results and achievements of those policies as interpreted by the author. Eleven practical suggestions for American educators are recorded.

719. **Ashton, Richard Price.** "The Fourteenth Amendment and the Education of Latin American Children in Texas," (M), 1949.

Reveals the conditions, laws, and practices existing in nine central Texas counties. It investigates the conflict between the Spanish-speaking student's constitutional rights as set forth by the 14th Amendment and the statutes on segregation promulgated against and in violation of those rights.

720. **Atkinson, Rosa M.** "The Educational Retardation of the Spanish-Speaking Child and Recommendations for Remediation," (M), 1953.

Investigates the historical background of the non-acculturation of the Spanish-speaking people; discovers the causes of retardation through literature analysis and draws up recommendations through a specific study of the children in Williamson County, Texas.

721. Baker, Margaret T. "An Analysis of Significant Factors Related to Incapacity of Parents in Families Receiving Aid to Dependent Children in Texas on the Basis of Deprivation of Parental Support Through Physical or Mental Incapacity," (M), 1954.

Gives the picture of parental incapacities, both mental and physical, of the dependent families receiving state aid. Presents a statistical and analytical account of the payee status, treatment, and rehabilitation of those parents.

722. Baugh, Lila. "A Study of Pre-School Vocabulary of Spanish-Speaking Children," (M), 1933.

Discusses the mental equipment of the Spanish-speaking child on entering school. Sixteen Spanish-speaking children of ages five and a half to six were observed under controlled conditions.

723. Bennett, Cathrine. "The History of Education in Laredo, Texas," (M), 1939.

The history of education in Laredo is traced from the earliest days of Spanish colonization to the post-war days of 1870. Various legal documents which bear out the facts are reproduced in the thesis. These documents are to be found in the Laredo Court House.

724. Bettina, Albert A. "The Development of Vocational-Industrial Education in New Mexico," Bradley University, (D), 1953.

725. Blazek, Leda Frances. "Food Habits and Living Conditions of Mexican Families on Four Income Levels in the Upper Rio Grande Valley," (M), 1938.

The homes and background of food habits and the percentage of total income these families spend on food. The informative conclusions are well substantiated with statistics, charts, and illustrations.

726. Blum, Owen W. "Some Aspects of the Latin American Market of Austin, Texas, with Emphasis on the Radio as a Means of Reaching This Market," (M), 1952.

The effect of Spanish-speaking programs of radio station KTXN on the listening habits of Latin Americans of Austin, Texas. Determines the market potential of this same group of citizens. Valuable statistical data presented.

727. Breswich, William N. "Texas' Stake in Foreign Trade," (D), 1953.

The extent and significance of the foreign trade of Texas today. Ascertains that foreign trade has expanded relative to the overall economic activity of the state. Statistical proof is valuable and overall organization, with illustrative graphs are very impressive.

728. Brewer, Sam A., Jr. "Latin America in Texas High Schools," (M), 1952.

This is a well organized thesis showing what is offered in the Texas high school curricula relating to Latin America, and it evaluates the courses of study to see if they foster friendliness or cultivate prejudice. The nineteen recommendations are very practical to the Texas high-school curricula.

729. Brookshire, Marjorie S. "The Industrial Pattern of Mexican-American Employment in Nueces County, Texas," (D), 1954.

The over-all patterns in occupational distribution of Spanish-speaking people in the Corpus Christi area. Various procedural methods (e.g., personal interview, data from Texas Employment Commission) were used. Also an economic history of the area is presented. Very comprehensive but almost too broad a subject to investigate and to determine practical recommendations.

730. Broom, Perry Morris. "An Interpretative Analysis of the Economic and Educational Status of the Latin American in Texas, with Emphasis on the Basic Factors Underlying an Approach to an Improved Program of Occupational Guidance, Training, and Adjustment for Secondary Schools," (D), 1942.

Salient factors in the typical Spanish-speaking student's scholastic and non-scholastic environment which influence his occupational adjustment. This is a practical and useful study of the problem. Recommendations.

721. Brown, Willie Leonza. "Knowledge of Social Standards Among Mexican and Non-Mexican Children," (M), 1934.

Compares social standards of Spanish-speaking children with those of the Anglo children of the same grade level; and the relationship of this knowledge to intelligence, socio-economic status, and school achievement.

732. Brown, Wrinkle Mary H. "Pitch Improvement in Anglo and Latin American Children," (M), 1950.

Spanish-speaking children at the Riverside Elementary School and Anglo-American children at the North Avenue School, Gonzales, Texas, ages ranging from six to fifteen, were tested in an attempt to analyze existing procedures for remedying pitch deficiencies and to report on the results of new techniques developed upon the basis of those reported.

733. Browning, Horace N. "A Comparison of the Spanish-Speaking and English-Speaking Children in Nine Schools Over a Four-Year Period," (M), 1944.

This thesis compares the enrollments and age-grade distributions of Spanish-speaking and Anglo-American children in the public schools of nine independent districts in the Rio Grande Valley over the four-year period (1936–1940 inclusive). It examines the changes in those factors by comparing with a similar study which included the period from 1931–1936.

734. Burke, Eddah E. "Practical Arts in Relation to Club Organization in Extra-Curricula Activities," (M), 1937.

Shows what the background of the Spanish-speaking child can contribute to his extra-curricular art activities and gives recommendations for planning the Spanish-speaking student's club activities.

735. Burmeister. Sarah E. "Learning About Latin America in the Seventh Grade," (M), 1950.

A guide to 7th-grade teachers who are interested in promoting an understanding and knowledge of Latin America. It shows the intercultural value of the subjects and suggests activities and materials with an evaluative conclusion.

736. Cabaza, Berta. "The Spanish Language in Texas: Cameron and Willacy Counties, District 10A," (M), 1950.

This thesis presents in dictionary form, in Spanish, current archisms, Americanisms, modernisms, colloquialisms, and hispanisms not listed in the academic dictionaries.

737. Calderon, Carlos I. "The Education of Spanish-Speaking Children in Edcouch-Elsa, Texas," (M), 1950.

Educational conditions as revealed by the physical features and services of three elementary schools. Concludes that segregation of Spanish-speaking children is contrary to the aims and purposes of democracy.

738. Callicutt, Laurie T. "The Construction and Evaluation of Parallel Tests of Reading in English and Spanish," (D), 1942.

Presents a technique for constructing language tests for bilingual children and shows materials developed in two trial editions of tests. Finally it concludes with an evaluation of them in terms of results of their administration to public school children in both the United States and Mexico.

739. ————. "Word Difficulties of Mexican and Non-Mexican Children," (M), 1934.

By two vocabulary tests, administered to Spanish-speaking and Anglo students, actual word difficulties were discovered. Suggestions for further study of the vocabulary problem.

740. Cantwell, George C. "Differential Prediction of College Grades for Spanish-American and Anglo-American Students," Albuquerque: The University of New Mexico, (M), 1946.

741. Cerda, Gilberto. "The Spanish Language in Texas, No. 1: Val Verde, Edwards, and Kinney Counties," (M), 1950.

First of a series of lengthy studies of words peculiar to the Texas-Mexican vocabulary. In Spanish it defines the usage of those words which are not in the dictionary, but are in the vocabulary of the people of Val Verde, Edwards and Kinney counties.

742. Chávez, David Julian. "Civic Education of the Spanish American," Socorro: New Mexico Institute of Mining and Technology, (M), 1923.

The acculturation problem existing in New Mexico, Arizona, Texas, and southern California. Attempts to clear the way for a scientific solution by exposing the emergency nature of the problem.

743. Chávez, Simon J. "An Experimental Study to Determine the Effects of a Group of Short Stories Translated from Spanish-American Literature on the Attitudes of a Group of Sixth-Grade Children Toward Spanish Americans," Boulder: University of Colorado, (D), 1933.

744. Clark, Daniel Hendricks. "A Comparison of the Factors Related to Success in Problem Solving in Mathematics for Latin American and Anglo-American Students in the Junior High School," (M), 1938.

745. Clark, Madeline. "A Preliminary Survey of the Employment Possibilities of the Spanish-American Girls Receiving Commercial Training in the San Antonio Secondary Schools," (M), 1936.

Surveys the occupational pursuits of Spanish-speaking girls in the fields of bookkeeping, general clerking, and stenography during the year of 1928–29.

746. Clayton, Frances. "A Study of the Reading of Latin and Anglo Students at Texas Western College," (M), 1954.

Compares the voluntary reading of Spanish-speaking and Anglo students at Texas Western College and attempts to identify relationships between interests and reading. Background, major field of study, and environmental influences are given specific consideration. Very interpretative and subjective. Interviews and case studies used are more informative than the broad generalizations made.

747. Cobb, Albert F. "Comparative Study of the Athletic Ability of Latin American and Anglo American Boys on a Junior High School Level," (M), 1952.

Compares Spanish-speaking and Anglo-American boys of the junior high school level in regard to their physical ability in basketball. This comparison was based on measuring improvement through testing individual athletic skills.

748. Coole, Musgrave Ruth. "A Comparison of Anglo-American and Latin-American Girls in Grades V-VI with Reference to Their Vocational, Academic, and Recreational Preferences and Aversions," (M), 1937.

749. Coon, Barlette E. "A Comparative Study of the American and Mexican Children in the 'Big Bend' Area for 1935–36," (M), 1936.

Sets forth the unsatisfactory educational conditions that existed among the Spanish-speaking children in the "Big Bend" area.

750. Cornell, Earl Monroe. "The Mexican Population of Austin," (M), 1925.

Reviews the socio-economic and geographic situation of the Spanish-speaking people in Austin, Texas.

751. Crain, Forest Burr. "The Occupational Distribution of Spanish-Name People in Austin, Texas," (M), 1948.

752. Cramer, Martin J. "Causes, Symptoms, and Specialized Reading Difficulties and a Series of Biographical Stories Constructed for Use in Remedial Reading Classes," (D), 1953.

This lengthy thesis attempts to provide a short book for remedial reading classes at the junior high school level for handicapped and normal readers. It presents the material (biographies of Latin American heroes) after a reliable investigation into the needs and interests of those students and an interpretation of findings on readability, human interest, and vocabulary testing.

753. Crasilneck, Harold Bernard. "A Study of One Hundred Latin-American Juvenile Delinquents in San Antonio, Texas," (M), 1948.

A comprehensive study of what probably precipitated the delinquency with its consequent effect on the individual, his family, and community.

754. Cruz, Maria Angelita. "Spanish-Speaking Children's Expressed Attitudes Toward Money Values," (M), 1942.

This analysis of the school children's spending habits implies what the schools need to teach the Latin students about money and money values. The background and socio-economic situation of the Spanish-speaking parents provides insights into the problem.

755. Cunningham, Robert E. "James Treat and His Mission to Mexico," (M), 1950.

An analysis of Treat's mission to Mexico has been presented through an evaluation of the conditions in Texas and Mexico respectively and the background of his involvement in the affairs of Texas.

756. Davenport, Elizabeth. "Spanish-Name Children's Difficulties with Third Grade Basal Reader Vocabulary," (M), 1951.

This thesis serves as an index to the problem confronting educational procedures for the

Spanish-name children through an examination of the language difficulties found by empirical methods.

757. Díaz-Disa, Ignacio. **"A Speech Survey of Eighty Spanish-Speaking Children in Four Elementary Schools of Austin, Texas," (M), 1952.**

Children were tested in Spanish and English by two sets of articulation cards. The study reveals the type and number of speech defects of English- and Spanish-speaking students. Trends of speech defects and recommendations for Texas school programs are listed.

758. Dodd, Elmer Cecil. **"A Comparison of Spanish-Speaking and English-Speaking Children in Brownsville, Texas," (M), 1930.**

The comparison has been made through an analysis of the census, enrollment, cultural environment, the physical and mental endowments, and the disciplinary problems of the Spanish-speaking students in relation to the Anglos.

759. Doerr, Marvin Ferdinand. **"Problem of the Elimination of the Mexican Students from School," (M), 1938.**

Discloses what causes the elimination of Spanish-speaking pupils from schools, and sets down logical steps to be taken in order to bring about a greater interest in education on the part of the Spanish-speaking population.

760. Drennan, Davy D. **"The Progress in Reading of Fourth-Grade Spanish and English-Speaking Pupils," (M), 1937.**

Compares the reading progress of Spanish-speaking pupils with Anglos and shows the effect of age and intelligence on reading progress.

761. Drennan, Orlena P. **"The Progress in Reading of Second-Grade Spanish-Speaking Pupils," (M), 1939.**

Pupils' progress of those Spanish-speaking students learning to speak and read English. Comparison of progress between the English-speaking students and the Spanish-speaking children of the same age level. Reading progress is measured on word recognition and sentence and paragraph reading. Comprehensive, logical, and clearly organized.

762. Dufner, Lucille A. **"The Teaching of Spanish in the Elementary Grades," (M), 1952.**

Shows existing practices in teaching Spanish to children, examines literature concerning the teaching of language arts in elementary grades. Establishes principles of language instruction to be applied to a Spanish program of instruction in the elementary grades. Case studies of nine school systems in Texas and other states.

763. Elliott, Robert S. **"The Health and Relief Problems of a Group of Non-Family Mexican Men in Imperial County, California," (M), Los Angeles: University of Southern California, 1939.**

Discusses health conditions and problems of small groups within the total Spanish-speaking population.

764. Ellis, Christine Evangeline. **"The Relation of Socio-Economic Status to the Intellectual and School Success of Mexican Children," (M), 1932.**

The cause-effect relationship between heredity and environment as reflected in scholastic achievement of the Latin-American student.

765. Elms, James Edwin. **"Attendance of Mexican and Anglo Students in Two Austin, Texas, Schools," (M), 1950.**

Through case studies, the general conditions and status of the Spanish-speaking migratory student and the effect on the students' education are investigated and compared on the elementary level.

766. Farías, María J. **"The Spanish Language in Texas, No. 3: Duval, Webb, and Zapata Counties," (M), 1951.**

Records word usages not listed in the academic dictionary and peculiar to Duval, Webb, and Zapata counties.

767. Fickinger, P. L. **"A Study of Certain Phases of the Language Handicap of Spanish-American Children," (M), Albuquerque: University of New Mexico, 1930.**

768. Fogartie, Ruth Ann Douglass. **"Spanish-Name People in Texas with Special Emphasis on Those Who Are Students in Texas Colleges and Universities," (M), 1948.**

The problems, the distribution of this group in 33 colleges in Texas, and the program which Texas colleges and universities carry out in regard to Texas-born, Spanish-name, people.

769. Fraser, William K. **"A Study of the Abilities of Spanish-Speaking and Eng-**

lish-Speaking Children of Kinney County, Texas," (M), 1946.

Through sample testing of 513 students this thesis compares the general and linguistic abilities of those Spanish-speaking students with their Anglo peers.

770. Fussell, William D. "Comparable Norms for Anglo- and Latin-American Pupils on a Scholastic Aptitude Test," (M), 1940.

This study attempts to make norms for Spanish-speaking pupils on a word-number test of scholastic aptitude gauge for grades four through eleven, to compare norms with Anglo students of same grade level, and to determine if scoring should be on the basis of the number missed or if some fractional part should be counted. Well organized; valuable recommendations.

771. García, Clotilde Pérez. "The Use of Readings from Spanish-American Literature in High School Spanish Classes: An Evaluated Bibliography," (M), 1950.

This excellent and practical thesis compiled and evaluated Spanish-American literary selections suitable for American high school Spanish classes. It provides criteria for teachers to evaluate Spanish-American readings, and presents a list of bibliogaphical aids for furthering the study and teaching of intercultural education.

772. Garretson, Oliver K. "Causes of the Retardation of Mexican Children in American Schools," (M), 1926.

The purpose of this verbose study is to determine the amount of retardation among Spanish-speaking children of the elementary school level and to discover some of the causative factors.

773. Gibson, Dorothy K. "Social Life in San Antonio (on the Eve of the Civil War), 1855–1860," (M), 1937.

Shows that San Antonio was interested in its own progress and was less concerned with national affairs. Explains the immigrant attraction from a cultural standpoint, in view of the Spanish-speaking, German, and Anglo-American citizens of the city.

774. Gilbert, Ennis H. "Some Legal Aspects of the Education of Spanish-Speaking Children in Texas," (M), 1947.

This comprehensive study includes state and federal laws with a body of related facts that bear on discrimination directed against the Latin-American student. A detailed study of the Sweatt and Méndez cases is presented with interpretations and recommendations.

775. Goldman, Mary. "A Study of the Adequacy and Economy of Some Mexican Dietaries," (M), 1929.

776. Gonzales, Aurora M. "A Study of the Intelligence of Mexican Children in Relation to Their Socio-Economic Status," (M), 1932.

Shows that Spanish-speaking children rank relatively low in I.Q. and socio-economic status and that socio-economic status is not a sufficient basis for predicting intelligence. Clear presentation and good use of statistical methods based on standard tests.

777. Gonzales, Kathleen M. "The Mexican Family in San Antonio," (M), 1928.

This undocumented thesis describes the social and cultural setting of the Spanish-speaking girls of San Antonio.

7778. González, Jovita. "Social Life in Cameron, Starr, and Zapata Counties," (M), 1930.

This historical and social study discusses the acculturation of Spanish-speaking people, and indicates to what extent they live apart from the rest of the country because of their customs and traditions.

779. Goree, Audrey C. "The Distribution of Food Money by Two Thousand Texas Families," (M), 1935.

An account of one month's actual grocery orders of 2,006 families distributed in 33 counties in Texas. Shows the relationship between the subject's nationality and his food choice with the approximate adequacy of the support accorded these families.

780. Guerra, Fermina. "Mexican and Spanish Folklore and Incidents in Southwest Texas," (M), 1941.

This expository thesis preserves the gentle, practical folklore of the Rio Grande Valley area through a history of the founding of the ranches, descriptions of ranch life, tales of its people, and homely remedies used. Also favorite music and words are recorded.

781. Gunn, Ewing L. "An Eye Movement Study of the Reading Habits of Spanish-Speaking Children," (M), 1935.

An analysis of eye-movement ecords of 3rd, 4th, and 5th grade Spanish-speaking students. Reading habits of Spanish-speaking children.

782. Gutiérrez, Emeterio, Jr. "A Study of School Attendance of Migrant Students in Grulla, Texas," (M), 1952.

Provides socio-economic interpretations from a case study of the effect of migrant students on the Grulla school over a period of three years.

783. Hall, William C. "A Study of 281 Farm Labor Families of South Texas," (M), Kingsville: Texas College of Arts and Industries, 1942.

784. Harris, James K. "A Sociological Study of a Mexican School in San Antonio, Texas," (M), 1927.

Examines the Navarro School and draws conclusions from an analysis of its enrollment, attendance, development, and methodology. No bibliography. The primary source of material is the author's twenty-year experience with the Navarro School.

785. Harrison, David C. "A Survey of the Administrative and Educational Policies of the Baptist, Methodist, and Presbyterian Churches Among Mexican-American People in Texas," (M), 1952.

A history of the work of these denominations, their administrative policy, the total Christian education program, the status of leadership training, and the institutional services offered by them to the Spanish-speaking. A general survey of the work done by the Baptist, Methodist, and Presbyterian churches among the Spanish-speaking of Texas from the time of colonization to the present.

786. Hayes, James V. "An Analysis of Latin-American Partial Attendance and Drop-outs in the Elementary Schools of Eagle Pass, Texas, in Recent Years," (M), 1952.

An examination of attendance over a three-year period. Analyzes the reasons for withdrawal on the part of 50 Spanish-speaking drop-outs. Logical conclusions are drawn and practical recommendations are suggested.

787. Hernández, Arcadia. "A Study of Retarded Spanish-Speaking Children in the Second Grade," (M), 1938.

Records some of the characteristics and difficulties found among eighty retarded Spanish-speaking pupils in the low second grade. Reviews data on both an individual and collective basis.

788. Hernández, Elías Vega. "Reading Retardation of Children in Zavala School, Austin, Texas," (M), 1954.

Reports the problems of Spanish-speaking students of the 6th grade, 1953–54 session in the Zavala School and points out how they affect their reading ability. Nine problems are given scientific treatment; statistical accounts are presented and logical deductions are drawn.

789. Herr, Selma E. "The Effect of Pre-First Grade Training Upon Reading Readiness and Reading Achievement Among Spanish-American Children in the First Grade," (D), 1944. See also Journal of Educational Psychology, Vol. 37 (February, 1946), pp. 87–102.

Over a period of two years, 1940–42, trained teachers observed students in nine schools to determine the effect of a year of pre-first grade training on the bilingual child's reading readiness and reading achievement in the first grade. Many charts and graphs, practical suggestions for unusual cases, and an extensive and reliable bibliography.

790. Hiester, Miriam W. "Los Paisanos; Folklore of the Texas-Mexicans of the Lower Rio Grande Valley," (M), 1954.

Shows how the Texas-Mexican folklore, closely associated with the daily living, faith, and art of the Texas people, needs to be understood in order to explain the results of the higher thoughts and feelings of these peoples. A cultural introduction into likes and preferences of the Rio Grande Valley citizens.

791. Hnatek, Margaret. "A Survey of Population Factors Relating to the Education of Migrant Children in Victoria County, Texas," (M), 1952.

The extent and effects of scholastic mobility in the Victoria County elementary schools from 1950 through 1952, with noteworthy deductions and a list of recommendations for preparing the students for taking their place in society.

792. Holmes, Kathleen. "The Construction and Use of Marionettes, Particularly with Reference to Spanish-American Elementary School Children," (M), 1926.

Relates some of the things which have been accomplished by others in puppetry, and describes what was done in one particular workshop. Through designs and detailed descriptions of marionette construction and operation, shows the average person how to proceed toward inaugurating a marionette project.

793. **Horton, Frances.** "Food Habits and Living Conditions of Mexicans Dwelling in the Rio Grande Valley Between Roma and Mercedes," (M), 1936.

794. **Houle, Bettie E.** "Some Significant Characteristics Associated with Popularity in American and Mexican Elementary School Children," (D), Chicago: University of Chicago, 1954.

795. **Howe, Anna L.** "Proposals for the Organization and Administration of a Program of Special Education to Improve the English Speech of Certain Spanish-Speaking Pupils, Eagle Pass, Texas," (M), 1952.

Through references to literature, observation, documentary information, and personal inquiry over a four-year period, a group of recommendations enumerates practical proposals for organization and administration of special education. Some measures for preventing speech handicaps are presented. Well organized but subjective, with much repetition.

796. **Hughes, Lois S.** "A Comparative Study of the Intelligence of Mexican Children and Non-Mexican Children," (M), 1928.

797. **Hutchison, Cornelia.** "A Comparative Study of the Teaching Materials for Six-Year-Old Children in Mexico and Texas," (M), 1945.

This study evaluates the materials appropriate to the educational objectives stated in the course of study for primary schools in Mexico and Texas. It investigates the textbooks and other materials submitted by the respective school systems at the sixth-grade level.

798. **Irish, Dorothy C.** "An Experiment to Determine the Value of Use of the Mother-Tongue in Teaching a Beginning Class of Spanish-Speaking Children," (M), Albuquerque, University of New Mexico, 1945.

799. **Jackson, Doris G.** "Educational Status of Mexican Children in a Texas Elementary School," (M), 1952.

Data on pupil achievement and attendance for Spanish-speaking and Anglos were obtained by a questionnaire from the Round Rock, Texas, Public Schools. A description of the educational status of the Spanish-speaking child in a Texas elementary school. Shows irregular attendance in school and the effect that it has upon the Spanish-speaking children's school work.

800. **Jackson, Lucille R.** "An Analysis of the Language Difficulties of the Spanish-Speaking Children of the Bowie High School, El Paso, Texas," (M), 1938.

Records typical difficulties in English for the Spanish-speaking student through a study of Bowie High School students in the 1935–36 school year. It suggests corrective methods.

801. **Johansen, Sigurd.** "Rural Social Organization in a Spanish-American Culture Area," (D), Madison: University of Wisconsin, 1941.

802. **Johnson, Roberta M.** "History of the Education of Spanish-Speaking Children in Texas," (M), 1932.

Historical approach to the problems concerning Spanish-speaking children in Texas. Segregation, antagonisms arising therefrom, and the character of the child. Points out the curriculum needed. Well documented and illustrated with many graphs, maps, statistics, and pictures.

803. **Johnston, Edith L.** "The Use of Mexican Folk Dances in School Activities," (M), 1937.

This expository thesis shows the place of dancing in various cultures. It describes dance types after the Spanish conquest, and suggests how Mexican folk dancing can be applied in extracurricular activities and education.

804. **Johnston, Marjorie C.** "Cognate Relationships Between English and Spanish Vocabularies as a Basis for Instruction," (D), 1939.

Cognate relationship existing between the most frequently used words of English and Spanish. Compares word forms and notes the related words in Spanish and English vocabularies based on the first three thousand words of the Buchanan and Thorndike word books. Also, ways of using the cognate list in teaching Spanish and English as foreign languages are indicated.

805. **Kaderli, Albert T.** "The Educational Problem in the Americanization of the Spanish-Speaking Pupils of Sugarland, Texas," (M), 1940.

806. **Kaderli, James N.** "A Study of Mexi-

can Education in Atascosa County with Special Reference to Pleasanton Elementary School," (M), 1938.

Recommendations to the local board on how to improve educational conditions to meet the needs. These suggestions are substantiated by facts on present enrollment, attendance, age-grade distribution, and progress of the Spanish-speaking child from 1934 through 1938.

807. King, Genevieve. "The Psychology of a Mexican Community in San Antonio, Texas," (M), 1936.

808. Kluckhohn, Florence. "Los Atarqueños: A Study of Patterns and Configurations in a New Mexico Village," (D), Radcliffe College, 1941.

809. Knight, James. "A Laboratory Study of the Reading Habits of Spanish-Speaking Children," (D), 1931

This thesis, by means of the eye-movement technique applied to individuals and groups of children in the Austin public schools, analyzes the reading habits of students who learn to speak one language at home and who are taught to speak and read another language at school by the direct method of instruction. Graphs and statistics substantiate the interpretations and conclusions by the author.

810. Knox, William J. "The Economic Status of the Mexican Immigrant in San Antonio, Texas," (M), 1927.

This undocumented thesis describes, from the author's personal experience and investigation, the bearing of sex, language, education, residence, and family size on the earnings of the Mexican immigrants in Texas.

811. Leifeste, Sam A. D. "Characteristics of the Texas Latin-American Market," (D), 1954.

Analyzes various facets of the Spanish-speaking market in Texas. Its nature, location, and extent; politics, practices and methods; and material and non-material items of culture. Evaluates trends and appraises the potentials of this market. Well written and documented.

812. Leonard, Olen E. "The Role of the Land Grant in the Social Organization and Social Processes of a Spanish-American Village in New Mexico," (D), Baton Rouge: Louisiana State University, 1943. Lithoprinted by Edwards Bros., Ann Arbor, Michigan, 1948.

813. Long, Stanton C. "Early Nineteenth Century El Paso," (M), 1953.

A series of short essays depicting life in El Paso, from 1780 to 1830. Documents, maps, and a lengthy bibliography.

814. López, Olibama. "The Spanish Heritage of the San Luis Valley," (D), Denver: University of Denver, 1942.

A valuable discussion of Spanish-speaking people in southern Colorado.

815. Low, Wilson E. "A Study of the Failures and Withdrawals of Martin High School, Laredo, Texas," (M), 1954.

A review of pertinent literature and data secured from school records, former students, teachers, and 308 currently enrolled students of Laredo's Martin High School from 1948 through 1952 and data from other schools. This material is compared with a similar study made in 1934–39.

816. Lowry, Sarah J. "A Comparison of Certain Physical Abilities of Anglo and Latin American Fifth and Sixth Grade Girls," (M), 1952.

Studies the speed, strength, power, coordination, motor and athletic ability of 105 Spanish-speaking and 96 Anglo-American girls in physical education classes of six Austin elementary schools during a two-month period, April 1 to May 31, 1952. Findings, conclusions, and recommendations are based on data secured under experimental situations and are reaffirmed by other publications.

817. Lozano, Amparo. "An Experiment in Teaching Spanish and English to Spanish-Speaking Children," (M), 1932.

Reports the progress made in English and Spanish by two parallel groups of Spanish-speaking sixth-grade pupils, one taking English and Spanish, and the other English only. The experiment was held at a school in San Antonio where tests were administered throughout the school year to the parallel groups to determine their progress.

818. McDaniel, Gertrude D. "The Use of Visual Aids in Teaching the Mexican Beginners to Read," (M), 1937.

Records the achievement attained by a method of teaching reading to a Spanish-speaking beginner, and evaluates the method by a comparison of results. The method advocated employs the lantern-slide projector which would serve to depict scenes related to the experiences of the child in conjunction with the reading material. Well presented.

819. McGregor, John C. "Development and Interrelationships of Certain Southwestern Cultures; a Method for the Study of Culture Dynamics," (D), Chicago: University of Chicago, 1946.

820. McLean, Robert J. "A Comparative Study of Anglo-American and Spanish-Name Children in the Austin Public Schools Over a Seven-Year Period," (M), 1950.

Compares enrollments, memberships, dropouts, promotions, and failures of the Spanish-name and Anglo-American students enrolled in the Austin Public Schools for seven years, 1942–49.

821. McLennan, LeRoy. "A Comparison of the Spanish-Speaking and English-Speaking Children in Nine Schools Over a Five-Year Period," (M), 1936.

Enrollment of Spanish-speaking and Anglo-American children; attempts to discover educational changes during a five-year period. The relation of enrollment to census figures, the retardation of Spanish-speaking children, and the concentration of the pupils in the lower grades, are studied extensively.

822. Marsh, Elizabeth F. "Dietary Studies of Families on Relief," (M), 1935.

The inadequacy of the diet of the families on relief in Texas during one month of the fall of 1934. A comparison of fuel value and caloric distribution of the food purchased by the relief clients in 65 case studies.

823. Martínez, Arnulfo S. "A Study of the Scholastic Census of the Spanish-Speaking Children of Texas," (M), 1944.

The number of Spanish-speaking children according to age, sex, and place of residence to be educated. Their distribution throughout the state; the relation between this scholastic group and other groups; accounts for population changes that affect the scholastic group. Little written content, supplemented by many graphs and statistics.

824. Massey, Gloria M. W. "Spanish in Texas Junior High Schools," (M), 1954.

Historical approach to curriculum trends and foreign language study in junior-high grades 7 and 8 on the national and state level. Surveys of trends on the national and state level are compared to show that interest in Spanish class instruction has decreased since 1930.

825. Meador, Bruce S. "Wetback Labor in The Lower Rio Grande Valley," (M), 1951.

This informative thesis discloses the background of the wetback situation and points out the defects in the present system of hiring illegal labor. It also explains factors causing the use of contraband labor and investigates the extent of some effects. Statistics and documents substantiate the conclusions reached.

826. Mellenbruck, Julia I. K. "Teaching Spanish to Spanish-Speaking Students in Texas High Schools," (M), 1954.

This thesis evaluates existing materials for teaching Spanish to Spanish-speaking high school students with the Pharr-San Juan-Alamo situation in mind, and it proposes a program to coordinate the students' background with the linguistic skills to be learned.

827. Mitchell, Frederick F. "Shortcomings in the Written English of Spanish-American Ninth-Grade Pupils in the Schools of Tuscon, Arizona," (M), Tucson: University of Arizona, 1943.

828. Mitchell, Nan J. "An Evaluation of Provisions for the Education of the Spanish-Speaking Children in San Marcos, Texas," (M), 1946.

Description, comparison, and evaluation of educational provisions for the Spanish-speaking children of the San Marcos School District. Through statistics on enrollment, age, attendance, and teacher distribution plus documentary evidence, submits recommendations to alleviate the situation.

829. Moran, Mattie B. "A Study of Oral and Reading Vocabularies of Beginning Spanish-Speaking Children," (M), 1940.

Reviews of related literature and data secured from 54 teachers in 26 schools of the Rio Grande Valley area. This statistical and interpretative thesis reveals the present vocabularies taught, compares them with vocabularies taught in other studies made in this field, and evaluates the vocabularies as to how they fulfill the need of an adequate and meaningful oral and reading vocabularies for beginning Spanish-speaking pupils who start school with practically no knowledge of English.

830. Moya, Benjamin S. "Superstitions and Beliefs Among the Spanish-Speaking People of New Mexico," (M), Albuquerque: University of New Mexico, 1940.

831. Neal, Joe W. "The Policy of the United States Toward Immigration from Mexico," (M), 1941.

This political science thesis reveals the existence of a separate policy of the United States toward Mexican immigration and examines it for implications. It reviews immigration policies of 1910 through 1940. Lengthy because of many quotations.

832. Nichols, Paul E. "A Study of the Co-perative Inter-American Tests of Language Usage at the Junior High School Level," (M), 1952.

Seven specific problems concerning the nature of the Co-operative Inter-American tests were involved in the evaluation and interpretation of those tests. The conclusions were arrived at through data secured from tests administered to 254 pupils in the University Junior High School in Austin, Texas.

833. Ochoa, Hermelinda. "Linguistic Errors Made by Spanish-Speaking Children in Written English," (M), 1942.

Errors from four hundred papers written by 4th, 5th, 6th, and 7th grade pupils of the Laredo public schools were checked, studied, and classified. Conclusions were reached through setting up various tables and analyzing the results. Recommendations based on the findings are enumerated.

834. Osborne, Marie A. S. "The Educational Status of Intrastate Migrants in Texas, 1935–40," (M), 1954.

This statistical study reveals the educational attainment of migrants who changed their place of residence within Texas during the years of 1935–40. Conclusions concerning their characteristics are drawn from studies on intrastate migrants of the whole state, those of metropolitan subregions, and those of non-metropolitan subregions. Clear presentation.

835. Parr, Eunice E. "A Comparative Study of Mexican and American Children in the Schools of San Antonio," (M), Chicago: University of Chicago, 1926.

836. Parry, Louise E. "A Comparison of the Abilities of Spanish-Speaking and English-Speaking Children in Tenth-Grade Algebra," (M), 1932.

Five tests were administered to 36 Spanish-speaking and 41 English-speaking students of the 9th grade in Brownsville High School during the 1929–30 season. The data were used to analyze and compare the abilities of Spanish- and English-speaking students and to draw conclusions and make recommendations.

837. Parsley, Rose F. "Food Expenditures in Urban Latin-American Families," (M), 1935.

Investigates statistically the expenditure for food of some Mexican families in Austin, Texas, on relief. What they spend for food, what items of food are purchased, how they use the food in their meals and whether the dietary needs of the family are met adequately; also, whether the health of the family is perceptibly influenced by food and whether the environment of the people can be improved without undue expenditure of money.

838. Peck, Leigh. "An Experiment with Drawing in Relation to School Success," (D), 1934.

The relationship between drawing, performance, and school achievement of children and the special factors influencing that relationship—shown through a literary survey, a test based on drawing, an evaluation of that test and an examination of special factors influencing art achievement.

839. Pérez, Soledad. "Mexican Folklore in Austin," (M), 1949.

Folk tales, superstitions, beliefs, and remedies, proverbs, sayings, and riddles recorded in the thesis are interpreted to mean that the large part of the Spanish-speaking population lives in a modern world in a physical sense, but lives in the past in the spiritual and moral sense. Practical for perceiving the atmosphere of the Spanish-speaking group.

840. Perry, Elsie A. "A Comparison of the Content Material of Mexican and United States Readers," (M), 1931.

In drawing up this comparison forty-nine books from each nation's elementary school collection were chosen and were distributed to represent the primer through the fifth grade. Study of the length of the books, the type of selections, miscellaneous mateial, and aids in the lessons themselves.

841. Peterson, Margaret W. "Curricular Preferences of Elementary School Children," (M), 1942.

This thesis discovers the curricular preferences of elementary school children of the Laredo Public Schools, and determines the reasons for their liking or disliking certain subjects.

842. Phillips, Juanita S. "The Spanish Folklore of Texas: No. 1, Cameron County," (M), 1950.

The author has used Romera-Navarro's *Instructions for Gathering Spanish Folklore of Texas.* Her work includes stories, legends, fables, anecdotes, proverbs, riddles, prayers, superstitions, children's games, songs, fiestas, customs, or remedies common among the peoples. They are recorded in both Spanish and English. The thesis is long because many examples are presented.

843. Prince, Ruth G. "A Study in Program Planning and Evaluation of Inservice Education in Three South Texas Counties," (M), 1954.

From a review of literature and an interpretation of the responses to questionnaires sent to the pesonnel of twenty-two school systems in Chambers, Jefferson, and Orange Counties, an evaluation of in-service education and a review of program planning are recorded.

844. Putnam, Howard L. "The Relation of College Programs of Community Services to the Needs of the Spanish-Speaking People," (D), 1956.

Needs of the Spanish-speaking people are analyzed, including data for Hidalgo County, Texas, as a sample. This is followed by a review of programs of non-traditional community activities of five colleges in southern Texas, viewed as educational agencies for facilitating acculturation. Finally there is a study of the relation of the five programs to local needs, with a discussion of general principles.

845. Ramírez, Alfonso R. "A Study of the Reactions of Latin American Pupils to English and Spanish Film Commentaries," (M), 1951.

Test results of matched pupils and of scores on all tests administered to students of Edinburg Junior High School supplied the data for exploring the possibility of adapting educational motion pictures to the needs of Spanish-speaking pupils, for adapting instructional films for the pupils, and for studying the reactions of Spanish-speaking pupils to Spanish and English commentaries.

846. Ramírez, Emilia S. "Wetback Children in South Texas," (M), 1951.

Discusses the adult wetback and his conditions of life, the children, the problems they present to the schools, and tells about some individuals.

847. Rea, George H. "A Study of Four Cooperative Inter-American Tests," (M), 1954.

Through testing freshmen of the University of Texas in the fall of 1950, 1951, and 1952, new data for four cooperative Inter-American tests were secured. The study reveals the distribution of scores, discovers the correlations of parts of each test, and finds correlations with course marks.

848. Reed, Mary D. "A Study of the Effect of a Balanced Reading Program with Third-Grade Mexican Children," (M), Des Moines: University of Iowa, 1929.

849. Reynolds, Selma F. "Some Aspects of Spanish as Spoken and Written by Spanish-Speaking Students of a Junior High School in Texas," (M), Denton: Texas State College for Women, 1945.

850. Riggings, Rachel T. "Educational Background of Spanish-American Students in Tucson Public Schools," (M), Tucson: University of Arizona, 1947.

851. Robertson, Clyde R. "A Comparative Study of the Progress of American and Mexican Pupils in Certain Elementary Schools in Texas," (M), 1935.

The rate of progress of Anglo- and Spanish-speaking students is well recorded from statistics for 33 elementary schools.

852. Rogers, Thomas G. "The Housing Situation of the Mexicans in San Antonio, Texas," (M), 1927.

From information secured by questionnaires and interviews a brief report on the housing conditions in San Antonio, with special reference to their distribution, is recorded in this statistical and undocumented thesis.

853. Rohr, Thurman G. "A Study of the Correction of English Pronunciation of Latin-American Pupils," (M), 1948.

This report studies the errors made by Spanish-speaking pupils and the controlled experiments conducted with two classes of Latin-American 3rd grade children from the Lower Rio Grande Valley area. With these data and a survey of the related literature, the author draws up significant conclusions and suggestions for further study.

854. Roots, Floy. "Methods and Materials for Teaching Spanish to Spanish-Speaking Students in Texas High Schools," (M), 1939.

855. Rouse, Lura N. "A Study of the Education of Spanish-Speaking Children in Dimmit County, Texas," (M), 1948.

In this thesis there is a description of the socio-economic situation of Dimmit County. Particular attention is paid to the education of the Spanish-speaking population, its educational status and opportunities. Representatives of the locality, and practical.

856. Russell, John C. "State Regionalism in New Mexico," (D), Palo Alto: Stanford University, 1938.

Summarized as "State Regionalism in New Mexico," *Social Forces,* Vol. 16 (1937), pp. 268–272. A study of political participation of Spanish-speaking people.

857. Samora, Julian. "The Acculturation of the Spanish-Speaking People of Fort Collins, Colorado, in Selected Culture Areas," (M), Fort Collins: Colorado A. & M. College, 1947.

A study of differential acculturation among various Spanish-speaking groups in the Southwest.

858. ————. "Minority Leadership in a Bicultural Community," (D), St. Louis: George Washington University, 1953.

Probably the most complete statement of leadership among Latin Americans; discusses intra-ethnic leadership patterns.

859. Sanchez, George I. "The Education of Spanish-Speaking Children in a State School System," (D), Berkeley: University of California, 1934.

A study of age-grade status and related factors in New Mexico. Useful for historical comparison.

860. ————. "Scores of Spanish-Speaking Children on Repeated Tests," (M), 1931.

A series of tests were administered at intervals to children in a Bernalillo County (New Mexico) public school. Median I.Q. scores were raised 28 points (from 72 to 100).

861. Sanchez, Luisa G. G. "The 'Latin-American' of the Southwest—Backgrounds and Curricular Implications," (D), 1954.

This comprehensive historical approach to the problem of the acculturation of the Spanish-speaking person traces his development from his Iberian ancestors on through his Indian forebears who have contributed to his biological, cultural, and social being. The role of the school in the Southwest in his further development.

862. Sandoval, T. Joe. "A Study of Some Aspects of the Spanish-Speaking Population in Selected Communities in Wyoming," (M), Cheyenne: University of Wyoming, 1946.

863. Saunders, Maxine P. "Some Educational Problems of Spanish-Speaking Children on the Intermediate Grade Level," (M), 1952.

The cultural characteristics of the Spanish-speaking child, and the present procedures and techniques in his education on the intermediate level. Analyzes and recommends certain other procedures. Documented with a statistical approach.

864. Saylor, Thelma I. "A Study of the Language Development of Spanish-Speaking Children," (M), Tempe: Arizona State College, 1946.

865. Simmons, Ozzie. "Anglo-Americans and Mexican-Americans in South Texas: A Study in Dominant-Subordinate Group Relations," (D), Cambridge, Massachusetts: Harvard University, 1951.

A comprehensive discussion of the Anglo stereotype of Mexican-Americans in one area of the Southwest and its relationship to existing status patterns.

866. Sininger, Harlan. "New Mexico's Reading Survey," (M), Albuquerque: University of New Mexico, 1930.

867. Smith, Helen P. "Health and Nutrition of Mexican Infants and Pre-School Children," (M), 1930.

This study determines the prenatal conditions of the average mother and the food habits of the child's first year. Compares the food intakes of 75 Spanish-speaking children with those of the Anglos and also compares the respective heights and weights of the two groups. Investigates the possibility of changing food habits. Data collected from Austin and San Antonio populations.

868. Stohl, Darthula D. "A Study Treating the Teaching of Language Skills Through Music to Spanish-Speaking Children," (M), 1954.

Current practices of teaching music to Spanish-speaking children; shows that music is a useful tool in teaching English to Spanish-speaking students. Twenty-six questionnaires of those sent to 106 elementary school music teachers located in cities and rural communities in Texas where there was a large Spanish-speaking population supplied the data.

869. Tubbs, Lowell L. "A Survey of the Problems of Migratory Mexicans," (M), 1952.

The educational problems of the migratory Spanish-speaking children are presented in light of the existing conditions, with emphasis upon Gonzales County, Texas. The general problems of the agricultural workers and the Spanish-speaking population of the United States are reviewed as backgound material. Suggestions for alleviating some of the educational problems.

870. Underwood, Marion L. "A Study of the Homes of One Hundred Latin-American Girls in Corpus Christi to be Used as a Basis for a Homemaking Education Program in the Elementary Schools," (M), 1937.

Compiles and analyzes information on home environment, responsibilities, interests and needs of Spanish-speaking girls in Corpus Christi. Inteprets these findings as a basis for planning a course of homemaking and pre-occupational training in the elementary schools. A review of the literature, and data secured from students and from a house to house survey, supplied necessary information.

871. van der Erden, Sister Lucia. "Maternal Care in a Spanish-American Community in New Mexico," (D), Washington: Catholic University of America, 1947.

872. Vetters, Anna H. "Speech Correction Among Spanish-Speaking Children in an Elementary School," (H), 1942.

First, second, third, fourth, fifth, sixth, and seventh grade pupils, totaling 160 pupils, of Asherton, Texas, were observed and tested through the period of January to May, 1942. Data secured were used to discover how proper training can prevent and correct a foreign accent and to assist teachers who are not trained in speech correction to give adequate training to children. Practical interpretations.

873. Waskerbarth, Allie M. "A Comparison of Spanish and English Primers," (M), 1932.

An analytic and statistical study of vocabulary and reading content included in the first 2,000 running words of two English and three Spanish primers is presented clearly and concisely.

874. Wallace, Margaret A. L. "Creative Dramatics, Graphic, and Craft Activities in an Enrichment Program for the Primary Spanish-Speaking Child," (M), 1954.

Review of available literature shows that systematized use of creative dramatic, graphic, and craft activities would be serviceable in the primary education of the Spanish-speaking child. The present status of the Spanish-speaking child in Texas and how conditions could be improved.

875. Walsh, Brother Albens. "The Work of the Catholic Bishops' Committee for the Spanish-Speaking People in the United States," (M), 1952.

This study describes the work accomplished by the Bishops' Committee for Spanish-speaking through the Dioceses of San Antonio, El Paso, Corpus Christi, and Austin—where the regional office was located from 1945 to 1951. Many quotations and letters reproduced support the conclusions.

876. Walter, Paul A. "A Study of Isolation and Social Change in Three Spanish-Speaking Villages of New Mexico," (D), Palo Alto: Stanford University, 1938.

The role of family and church in the social organization of New Mexican villages.

877. Waters, Lena W. "Mexican Geographical Names from the Old Tales and Chronicles of Early Explorers," (M), Waco: Baylor University, 1948.

878. Whitehead, James E. "Socio-Economic Background as Related to School Readiness and Subsequent Achievement of First-Grade Pupils," (M), 1954.

First-grade pupils of 1951 in two Odessa public schools, representing widely differing socio-economic backgrounds, were tested for reading readiness, intelligence, and achievement. Information on parental occupation and homes were secured. An evaluation of the situation is presented.

879. **Wilson, Joe H.** "Secondary School Drop-Outs with Special Reference to Spanish-Speaking Youth in Texas," (D), 1953.

This comprehensive and valuable dissertation discovers the proportion of Spanish-speaking drop-outs to other groups, identifies the real reasons why Spanish-speaking students drop out, determines the characteristics of the average drop-outs, lists their behavior patterns, studies educational implications, and compares the total results with other studies.

880. **Woodward, Dorothy.** "The Penitentes of New Mexico," (D), New Haven: Yale University, 1935.

A study of the flagellant lay brotherhood.

881. **Wright, Carrie E.** "An Experiment with a Spanish Reading Test," (M), 1927.

This study translates into Spanish a standardized test of English reading ability and tests the translation for a comparative measure of reading ability in Spanish and English. It submits its findings and statistics to support the validity and reliability of such a test as an instrument of research and a step in the process of learning.

882. **Zeleny, Carolyn.** "Relations Between the Spanish-Americans and the Anglo-Americans in New Mexico: A Study of Conflict and Accommodation in a Dual Ethnic Relationship," (D), New Haven: Yale University, 1944.

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